Course Specification

▬ (Postgraduate)

Course Title: Discourse Analysis	
Course Code:	
Program: Master of Arts in Applied Linguistics	
Department: Department of Languages and Translation	
College: Humanities and Social Sciences	
Institution: Northern Border University	
Version:	
Last Revision Date: May 14, 2024	

Table of Contents

A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (4) First Year/ level2

4. Course General Description:

The Discourse Analysis course provides students with a deep understanding of language dynamics in various contexts. Through exploring key terms, concepts, and methods, students gain analytical tools to navigate linguistic complexities. Emphasis is on understanding how textual cohesion influences text production and interpretation. The course also examines the role of discourse in shaping societal domains like education and media, highlighting its impact on public discourse. By analyzing specific discourse genres, students gain insights into language's role in communication and societal structures.

5. Pre-requirements for this course (if any):

NA

6. Pre-requirements for this course (if any):

N/A

7. Course Main Objective(s):

By the end of this course, students will be able to:

1. Master Discourse Analysis, developing skills to analyze diverse language forms and identify cohesive patterns, essential for research and scholarly contributions.

2. Foster Autonomy and Responsibility, empowering students to drive their learning, set goals, and demonstrate accountability in professional interactions.

3. Develop Critical Thinking Skills to evaluate discourse effectively, applying theoretical frameworks to various contexts.

4. Enhance Communication Skills through presentations, discussions, and written assignments, facilitating the clear expression of complex ideas.

5. Cultivate Ethical Conduct and Lifelong Learning, emphasizing integrity, ethical principles, and ongoing professional development.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	30
2.	**Laboratory/Studio**	5
3.	**Seminar**	10
4.	**Tutorial**	
5.	**Others (specify)……**	
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Outline major concepts and approaches to Discourse Analysis.	K1	Class/group discussion	Written exams (essay) Case Studies

				Problem-based learning Collaborative learning Brainstorming	Portfolio
1.2	Recognize the major parameters of Critical Discourse Analysis.	K1		Self-questioning Investigation Collaborative learning	Presentations Case Studies Oral exams
2.0	Skills				
2.1	Summarize information in numerous forms to disseminate knowledge and new insights, and to conduct professional discourse with peers, the community, and the society at large.	S1		Collaborative learning Self-learning Mini teaching units (modules) Peer learning	Reports Presentations Portfolio
2.2	Interpret the role cohesive devices play in the production and comprehension of texts.	S2		Problem-based learning Collaborative learning Peer learning	Reports Peer Evaluation Case Studies
3.0	Values, autonomy, and responsibility				
3.1	Analyze data particularly spoken discourse and corpus analysis	V1		Class/group discussion Problem-based learning Scientific research Collaborative learning Mini teaching units (modules) Peer learning	Portfolio Oral exams Case studies

| 3.2 | Engage in collaborative projects and research initiatives to contribute to the development and advancement of knowledge and practices. | V2 | Collaborative learning

Scientific research

Mini teaching units (modules)

Peer learning | Projects

Problem-based assessment

Interview |

C. Course Content:

No	List of Topics	Contact Hours
1.	**From sentence to discourse:** o Discourse units: Understanding language beyond sentences. o Coherence and cohesion: How discourse achieves flow and unity. o Discourse structure: Patterns and markers guiding discourse organization.	6
2.	**Approaches to discourse analysis:** o Structuralist approaches: Analyzing surface features. o Functional approaches: Understanding communicative purposes. o Critical discourse analysis (CDA): Uncovering hidden meanings and power dynamics.	6
3.	**Written and spoken discourse:** o Genre analysis: Studying different text types. o Register and style: Variations in language use. o Transcription conventions: Notating spoken language.	6
4.	**Anaphora: An area of cohesion analysis:** o Types of anaphora: Pronouns, noun phrases, zero anaphora. o Anaphora resolution strategies: Methods for resolving references. o Anaphoric chains: Chains of reference within discourse.	6
5.	**Conversational implicature:** o Gricean maxims: Principles guiding conversation. o Types of implicature: Different forms of implied meaning. o Contextual factors: Influence on implied messages.	6
6.	**Text and context:** o Discourse and context: Interplay between language and situation. o Socio-cultural factors: Cultural influences on discourse. o Discourse communities: Groups shaping language practices.	9
7.	**Critical Discourse Analysis:** o Power relations: Language and social hierarchy. o Ideological analysis: Language reflecting beliefs. o Discourse and social change: Language's role in advocacy and transformation.	6

Total			45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm exam	11	20%
2.	Presentation / Essay/ Data collection Report	4,8,12	25%
3.	Term project	13	15%
4.	Final exam	16	40%
	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	Selected chapters from the following books: ● Fairclough, N. (2013). Critical discourse analysis: The critical study of language. Routledge. ● Gee, J. P., & Handford, M. (Eds.). (2013). The Routledge handbook of discourse analysis. Routledge. ● Paltridge, B. (2021). Discourse analysis: An introduction. Bloomsbury Publishing. ● Wodak, R. (2014). Critical discourse analysis (pp. 332-346). Routledge.
Supportive References	Recommended Books and Reference Material (Journals, Reports, etc.) ● Wodak, R., & Meyer, M. (Eds.). (2015). *Methods of critical discourse studies*. Sage. ● Fairclough, N. (2015). Language and power. London: Routledge. ● Johnstone, B. (2017). *Discourse analysis*. John Wiley & Sons. ● Van Dijk, T. A. (2014). Discourse, cognition, society. *The discourse studies reader: Main currents in theory and analysis*, *388*, 121-146. ● Van Dijk, T. A. (Ed.). (2011). *Discourse studies: A multidisciplinary introduction*. Sage.

	Wodak, R. (2011). 21. Critical Discourse Analysis: Overview, challenges, and perspectives. *Pragmatics of Society*, 627-650. ● Fairclough, N., Mulderrig, J. & Wodak, R. (2011). 'Critical Discourse Analysis' In Van Dijk, Teun A. (Ed.) *Discourse Studies: A Multidisciplinary Introduction*. London: SAGE, 357-78. ● Van Leeuwen, T. (2014). Critical discourse analysis and multimodality. *Contemporary critical discourse studies*, 281-295. ● Fairclough, Norman (1995). *Media Discourse*, London: Edward Arnold. Van Leeuwen, T. (2018). Moral evaluation in critical discourse analysis. *Critical Discourse Studies*, *15*(2), 140-153.
Electronic Materials	
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	-Lecture rooms -Language lab
Technology equipment (Projector, smart board, software)	-Data show projector -Smart board -Software
Other equipment (Depending on the nature of the specialty)	-Audio recording devices -Transcription software

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program Leader, Students	Direct
Effectiveness of teaching	Program Leader, Students	Direct
Quality of learning resources	Faculty, Program Leaders	Indirect
The extent to which CLOs have been achieved	Program leaders; Peer Reviewer	Indirect
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	DEPARTMENT OF LANGUAGES AND TRANSLATION COUNCIL
REFERENCE NO.	SESSION 23, 1445
DATE	MAY 14, 20224