



Course Outline (tentative¹)

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About the Course

This course, Language, Meaning, and Text (which we'll refer to as LMT), introduces major approaches and basic analytical tools in studying texts in our global world. Concepts such as genres, cohesion and coherence, context, and identity are considered in understanding a wide range of text types, including advertisements, news reports, political speeches, textbooks, online reviews, social media texts, etc. The relevance of discourse analysis to second language teaching will also be considered. Throughout the course, students will be given the opportunity to analyze a wide range of authentic texts in class.

Learning Outcomes

On completion of the course, students will have been able to:

- understand key concepts in the study of texts and discourses;
- articulate the relationship between language and social practices in the global world;
- analyze different text types using tools and concepts in discourse analysis;
- conduct small-scale text-based research projects;
- understand the values of discourse analysis in different social domains.

Format of Class Meetings and Communication Media

Lectures	◆ 2 hrs/week
Tutorials	◆ 1 hr/ week
Communication	- Online discussion - Lectures - Tutorials

Assessment Scheme

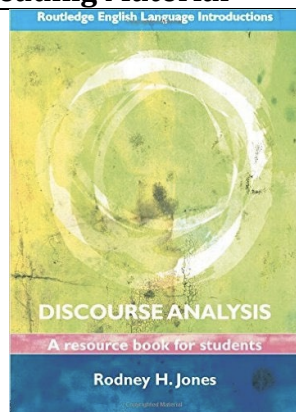
	<i>Assessment</i>	<i>Weighting</i>
1.	Online Discussion	20%
2.	Discourse Analysis Exercise	20%
3	Tutorial Presentation (based on reading)	20%
4.	Project Paper	40%

¹ Please note that this course outline only gives you a tentative overview of the course content. The assessment scheme, modes of class meetings, and course schedule may be subject to change upon University's teaching and learning arrangements in 2021-22.

Course Schedule (Subject to Change)

Week	Topic/Background Reading
1	Course Introduction / Key Concepts
2	The Different Manifestations of Language – Spoken and Written Genres
3	The Texture of Text: Cohesion and Coherence
4	The Implicit Meaning of Language: Discourse and Pragmatics
5	Negotiating Relationships in Discourse Online and Offline
6	Discourse and Identities
7	Discourse of News Media
8	Political Discourse Analysis
9	Multimodal discourses in society
10	Discourse Analysis and Education

Reading Material



Key Text:

Jones, R. H. (2012). *Discourse Analysis: A Resource Book for Students*. London and New York: Routledge.

Highly Recommended:

Paltridge, Brian. (2012). *Discourse analysis: An introduction*. Bloomsbury Publishing. [1-day short loan]

Other Relevant Resources:

- ◆ Bloor, M. & Bloor, T. (2007). *The practice of critical discourse analysis*. London: Hodder.
- ◆ Cameron, D. (2001). *Working with spoken discourse*. London: Sage.
- ◆ Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research*. London: Routledge.
- ◆ Gee, J. P. (2010). *How to do discourse analysis*. London: Routledge.
- ◆ Rogers, R. (2011). *An introduction to critical discourse analysis in education* (2nd ed.). London: Routledge.
- ◆ Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2008). *The handbook of discourse analysis*. John Wiley & Sons.

Journals:

- ◆ *Discourse Processes* (<http://www.societyfortextanddiscourse.org/dp/>)
- ◆ *Discourse & Society* (<http://das.sagepub.com/>)
- ◆ *Discourses Studies* (<http://dis.sagepub.com/>)
- ◆ *Social Semiotics* (<http://www.tandf.co.uk/journals/carfax/10350330.html>)
- ◆ *Journal of Language and Politics* (http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=JLP)
- ◆ *Text & Talk* (<http://www.reference-global.com/loi/text?cookieSet=1>)
- ◆ *Journal of Pragmatics* (<https://www.journals.elsevier.com/journal-of-pragmatics/>)

Online resources:

- ◆ Companion website of Jones (2012): http://routledgetextbooks.com/textbooks/_author/9780415610001-jones/
- ◆ Companion website of Paltridge (2012): <http://www.bloomsbury.com/cw/discourse-analysis/?pid=149489>

Academic Honesty and Plagiarism

- You must not at any time copy directly from sections of reference materials without acknowledging your source of materials.
- Please read carefully the information regarding academic honesty on the following website: <http://www.cuhk.edu.hk/policy/academichonesty>
- Fill in the VeriGuide declaration form and attach it to your assignment.

****Penalty for Late Submission of Assignments****

- ◆ A sub-grade will be deducted **per late day**.

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.