



---

## Course Outline

Course Lecturer: Prof. Carmen Lee (carmenlee@cuhk.edu.hk)

### About the Course

This course, Language, Meaning, and Text, 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, and even AI-generated texts. 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	Check your <b>CUHK email</b> and <b>Blackboard</b> regularly for course-related announcements.

### Assessment Scheme

	<i>Assessment</i>	<i>Weighting</i>
1.	In-class Participation	10%
2.	Online Discussion (Blackboard)	10%
3	Tutorial Presentation (based on reading)	20%
4.	End of term quiz	20%
5.	Project Paper	40%

*Detailed guidance notes on each assessment will be given to you at different stages of the course.*

## Course Topics (Subject to Change)

Week	Topic
1	Course Introduction / Key Concepts <ul style="list-style-type: none"><li>- This lecture provides an overview of the course and introduces key concepts that are necessary for studying text and discourse.</li></ul>
2	The Different Manifestations of Language – Spoken and Written Genres <ul style="list-style-type: none"><li>- This topic explores how language is used in different contexts, such as spoken and written genres, and how these contextual differences affect linguistic structure and meaning.</li></ul>
3	The Texture of Text: Cohesion and Coherence <ul style="list-style-type: none"><li>- This topic examines the internal structure of texts, including how sentences are connected (cohesion) and how the overall meaning is conveyed (coherence).</li></ul>
4	The Implicit Meaning of Language: Discourse and Pragmatics <ul style="list-style-type: none"><li>- This topic delves into the implicit meaning of language through the lens of pragmatics, including how meanings are conveyed beyond the literal interpretation of words.</li></ul>
5	Genres Analysis <ul style="list-style-type: none"><li>- This topic focuses on the analysis of different genres of texts, including their structure, language features, and purpose.</li></ul>
6	Critical Discourse Analysis 1: Key Concepts <ul style="list-style-type: none"><li>- This topic introduces critical discourse analysis as a method for analyzing power relations and social practices embedded in language use.</li></ul>
7	Critical Discourse Analysis 2: Understanding the Language of Politics <ul style="list-style-type: none"><li>- This topic applies critical discourse analysis to the language used in political discourse and how it constructs power relations and ideologies.</li></ul>
8	Discourse and Social Media <ul style="list-style-type: none"><li>- This topic explores how language is used in social media platforms and how it shapes and reflects social practices and identities.</li></ul>
9	Discourse and Identities <ul style="list-style-type: none"><li>- This topic examines how language constructs and reflects individual and group identities.</li></ul>
10	Multimodal discourses <ul style="list-style-type: none"><li>- This topic focuses on the analysis of texts that combine multiple modes of communication, such as language and images.</li></ul>
11	Discourse Analysis in Education <ul style="list-style-type: none"><li>- This topic applies discourse analysis to educational contexts.</li></ul>

## Recommended Texts

### **Recommended Texts:**

Jones, R. H. (2019). *Discourse Analysis: A Resource Book for Students* (\*2<sup>nd</sup> ed.), London and New York: Routledge.

Paltridge, Brian. (2021). *Discourse analysis: An introduction*. (\*3<sup>rd</sup> ed.) Bloomsbury Publishing.

\*Older editions are equally useful.

### **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:**

- ◆ *Critical Discourse Studies* (<https://www.tandfonline.com/toc/rcds20/current>)
- ◆ *Discourse, Context and Media* (<https://www.journals.elsevier.com/discourse-context-and-media>)
- ◆ *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](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 (2019):  
<https://routledgetextbooks.com/textbooks/9781138669673/resources.php>

## 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.
- CUHK's policy on use of artificial intelligence in coursework:  
[https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students\\_use-of-AI-tools.pdf](https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf)

## Late Submission of Assignments, Sick Leave, and Deadline Extensions

### **\*\*Penalty for Late Submission of Assignments\*\***

- ◆ 5% of assignment full mark will be deducted **per late day**.

See below for Department of English's policy on late submission, sick leave, and deadline extensions.

- 3.1 To ensure fairness, extensions will not be granted to individuals based on workload or extra-curricular activities, but special permission may be granted for students who are participating in events at an institutional or international level. Students are encouraged to communicate with their course instructor regarding any special circumstances and submit supporting documents whenever possible.

#### **4. Consideration of Documents for Sick Leave or Deadline Extensions**

- 4.1 Students should submit a document issued by a certified medical practitioner or by a university counsellor or other relevant bodies. Students are urged to consult with their course instructors as soon as possible if exceptional circumstances arise that impact their ability to attend class and/or submit assignments on time.
- 4.2 Relevant documentation should be issued as soon as possible but preferably within three days of the missed class or assignment deadline.
- 4.3 In the case of mental health issues, the document is considered valid for one semester or for the period specified by the medical practitioner or university counselor.

## General Grade Descriptors and Assessment Criteria

This table serves as a general description of the grading criteria for evaluating your coursework. Additional criteria may be used where appropriate, depending on individual cases.

<p><b>A</b> <b>(Outstanding)</b></p>	<ul style="list-style-type: none"> <li>- Your work is of exceptional quality in general;</li> <li>- Demonstrates significant originality while engaging previous academic studies;</li> <li>- Demonstrates high level of critical thinking skills, with insights beyond common knowledge;</li> <li>- Excellent command of academic English;</li> <li>- Demonstrates strong links between course content and own work;</li> <li>- Demonstrates strong connection between external resources and own work;</li> <li>- Work is well organized and is communicated effectively to the target audience;</li> <li>- Far exceeds basic understanding of course content;</li> <li>- Highly motivated and makes significant effort to participate in course activities.</li> <li>- A student receiving an A grade must complete all assessments.</li> </ul>
<p><b>A-</b> <b>(Excellent)</b></p>	<ul style="list-style-type: none"> <li>- Your work is of excellent quality in general;</li> <li>- Demonstrates considerable originality, with some insights beyond common knowledge;</li> <li>- Demonstrates good level of critical thinking skills;</li> <li>- Excellent command of academic English;</li> <li>- Demonstrates sufficient links between course content and own work;</li> <li>- Demonstrates sufficient connection between external resources and own work;</li> <li>- Work is well organized and is communicated to the target audience in appropriate style;</li> <li>- Beyond basic understanding of course content;</li> <li>- Makes significant effort to participate in course activities.</li> <li>- A student receiving an A- grade must complete all assessments.</li> </ul>
<p><b>B+, B, B-</b> <b>(Good)</b></p>	<ul style="list-style-type: none"> <li>- Your work is of good quality in general;</li> <li>- Demonstrates some degrees of originality;</li> <li>- Demonstrates some to little level of critical thinking skills;</li> <li>- Good command of academic English with occasional errors;</li> <li>- Demonstrates some links between course content and own work;</li> <li>- Demonstrates some connection between external resources and own work;</li> <li>- Work is basically easy to follow, with minor organizational and stylistic problems;</li> <li>- Demonstrates basic understanding of course content.</li> <li>- Shows some effort in participation.</li> <li>- A student receiving a B-range grade must complete all assessments.</li> </ul>
<p><b>C+, C, C-</b> <b>(Fair)</b></p>	<ul style="list-style-type: none"> <li>- Your work is of only acceptable quality in general;</li> <li>- Demonstrates little originality;</li> <li>- Demonstrates little sign of critical thinking;</li> <li>- Fair command of English, with errors that may impede understanding;</li> <li>- Demonstrates little to no links between course content and own work;</li> <li>- Demonstrates little to no connection between external resources and own work;</li> <li>- Major organizational and stylistic problems;</li> <li>- Limited understanding of course content;</li> <li>- Shows little effort in participation.</li> <li>- A student receiving a C-range grade must complete all assessments.</li> </ul>
<p><b>D</b> <b>(Bare pass)</b></p>	<ul style="list-style-type: none"> <li>- Your work is of insufficient quality in general;</li> <li>- Demonstrates little understanding of course content;</li> <li>- Shows almost no effort in participation.</li> <li>- Late submission of assignments without a valid reason.</li> <li>- You fail to complete some of the coursework assessments.</li> </ul>
<p><b>F</b></p>	<ul style="list-style-type: none"> <li>- Your work does not meet basic standards;</li> </ul>

<b>(Fail)</b>	<ul style="list-style-type: none"><li>- Fails to understand basic content;</li><li>- Almost no effort in participation;</li><li>- Late submission of assignments without a valid reason.</li><li>- You fail to complete most of the coursework assessments.</li></ul>
---------------	---