

<b>Faculty: Graduate Studies</b>	
<b>Department: English Language, Literature &amp; Translation</b>	<b>Program: Linguistics</b>
<b>Academic year:</b>	<b>Semester:</b>



## Course Plan

### First: Course Information

<b>Course No.</b> 202754:	<b>Course Title:</b> Discourse Analysis	<b>Credit Hours</b> 3	<b>Theoretical:</b> 3	<b>Practical:-</b>
<b>Prerequisite No. and Title:</b>		<b>Section No.:</b>	<b>Lecture Time:</b>	
<b>Level in JNQF</b>	<b>Level Nine</b>			
<b>Type Of Course:</b>	<input type="checkbox"/> <b>Obligatory University Requirement</b> <input type="checkbox"/> <b>Elective University Requirement</b> <input type="checkbox"/> <b>Obligatory Faculty Requirement</b> <input type="checkbox"/> <b>Elective Faculty Requirement</b> <input type="checkbox"/> <b>Obligatory Specialization Requirement</b> <input checked="" type="checkbox"/> <b>Elective Specialization Requirement</b> <input type="checkbox"/> <b>Ancillary course</b>			
<b>Type of Learning:</b>	<input checked="" type="checkbox"/> <b>Face-to-Face Learning</b> <input type="checkbox"/> <b>Blended Learning (2 Face-to-Face + 1 Asynchronous)</b> <input type="checkbox"/> <b>Online Learning (2 Synchronous+ 1 Asynchronous)</b>			

### Second: Instructor's Information

<b>Course Coordinator:</b>				
<b>Name:</b>		<b>Academic Rank:</b>		
<b>Office Number:</b>		<b>Extension Number:</b>	<b>Email:</b>	
<b>Course Instructor:</b>				
<b>Name:</b>		<b>Academic Rank:</b>		
<b>Office Number:</b>		<b>Extension Number:</b>	<b>Email:</b>	
<b>Office Hours:</b>	<b>Sunday    Monday    Tuesday    Wednesday    Thursday</b>			



### Third: Course Description

Discourse analysis is a broad and complex interdisciplinary field. It includes somewhat diverse theoretical and methodological approaches from linguistics, anthropology, and sociology.

This course focuses on several important methodological approaches that have been developed to do discourse analysis. Methods are motivated by and intertwined with theories, so the course inevitably addresses some theoretical issues. But the course intends primarily to provide students with methodological tools for studying naturally-occurring speech.

Because of its methodological goals, the course involves both reading and data analysis exercises. The course introduces a few approaches to understanding the relations between linguistic categories and social life, spending more time on conceptual issues earlier in the semester. Then it alternates between further reading and opportunities to analyze data. Some classes are set aside as data analysis sessions, in which data provided by the instructor or the students is analyzed in detail.

### Fourth: Course Objectives

1. Get Acquainted with basic concepts and approaches to discourse analysis.
2. Deal with levels of language beyond the sentence level in both speech and writing.
3. Examine conversational strategies, exchange structure, dimensions of discourse analysis and standards of textuality.
4. Apply discourse analysis to everyday situations that involve language production and comprehension.



## Fifth: Learning Outcomes

<i>Level descriptor according to (JNQF)</i>	<i>CILOs Code</i>	<i>CILOs</i> If any CLO will not be assessed in the course, mark NA.	<i>Associated PILOs Code</i> Choose one PILO for each CILO *	<i>Assessment method</i> Choose at least two methods
<b>Knowledge</b>	<b>K1</b>	Get Acquainted with basic concepts and approaches to discourse analysis	<b>PK1</b>	Presentations
	<b>K2</b>	Define basic discourse components of critical discourse analysis approach	<b>PK2</b>	Exams
	<b>K3</b>	Define basic approaches and theories involving Discourse analysis	<b>PK3</b>	Classroom discussion
	<b>K4</b>	Define the relation between CDA , text and context	<b>PK4</b>	Presentations
<b>Skills</b>	<b>S1</b>	Complete a larger piece of discourse analysis.	<b>PS1</b>	Exams
	<b>S2</b>	Analyze political and media texts applying suitable discourse framework	<b>PS2</b>	Classroom discussion
	<b>S3</b>	Examine conversational strategies, exchange structure, dimensions of discourse analysis and standards of textuality.	<b>PS3</b>	Presentations
<b>Competencies</b>	<b>C1</b>	Deal with levels of language beyond the sentence level in both speech and writing.	<b>PC1</b>	Exams
	<b>C2</b>	Examine the major theoretical approaches to discourse analysis,	<b>PC2</b>	Classroom discussion
	<b>C3</b>	Apply discourse analysis to everyday situations that involve language production and comprehension.	<b>PC3</b>	Presentations
	<b>C4</b>	Explore ways in which theoretical knowledge can be put into action in order to	<b>PC4</b>	Exams



		develop discourse skills.		
	<b>C5</b>	Examine macro-and micro-language function, information packaging, speech act theory	<b>PC5</b>	Classroom discussion

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; For each CILO, the PILO could be the same or different.



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## Sixth: Learning Resources

<i>Main Reference:</i>	Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton (Eds). (2015). The Handbook of Discourse Analysis 2 John Wiley & Sons, Inc .. Fairclough, N (1995) Critical Discourse Analysis. NY: Cambridge University Press. Leeuwen, Theo van (2008). Discourse and Practice: New Tools for Critical Discourse Analysis. Oxford: Oxford University Press. Wodak, R and Michael Meyer (2012) Methods for Critical Discourse Analysis (Introducing Qualitative Methods series. London : Sage			
<i>Author:</i>		<i>Issue No.:</i>	<i>Print:</i>	<i>Publication Year:</i>
<i>Additional Sources &amp; Websites:</i>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>			
<i>Teaching Type:</i>	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshop <input type="checkbox"/> MS Teams <input type="checkbox"/> Moodle			



## Seventh: Course Structure

Lecture Date	Course Intended Teaching Outcomes (CILOs)	Topics	Teaching Method	***Teaching Procedures	References***
	K,1,k2, C1, C2	1. Critical and descriptive goals of discourse analysis 2. Discourse representation 3. Language and ideology	Face to face	Lectures, Discussion and problem solving Individual assignments Data analysis PowerPoint Presentations	Fairclough ( 1995) Sections A+ B
	K1,K2,K4	1. Discourse , Change and hegemony 2. Enterprise discourse 3. CDA and the marketization of the public.	Face to face	Lectures, Discussion and problem solving Individual assignments Data analysis PowerPoint Presentations	Fairclough(1995) Section C
	K2,K4	1. Discourse and Text 2. What is CDA about. 3. Between theory and practices	Face to face	Asking students to prepare a term paper about a subject or a problem related to the course, and discuss it in the class.	Ruth Wodak and Michael Meyer(2008)Chapters1- 3
	K3,C3	1. Discourse and Knowledge 2. Discourse historical approach 3. Multidisciplinary CDA	Face to face	Lectures, Discussion and problem solving Individual assignments Data analysis PowerPoint Presentations	Ruth Wodak and Michael Meyer(2001) Chapters4-6
	K4,C4	1. CDA as a social scientific research 2. Discourse as the Recontextualization 3. Representing Social actors	Face to face	Lectures, Discussion and problem solving Individual assignments Data analysis PowerPoint Presentations	Leeuwen( 2008) Chapters 1-3



	K3,C5	1.Representing social actions. 2.The discursive construction of purpose 3.Visual representation of social actors.	Face to face	Lectures, Discussion and problem solving Individual assignments Data analysis PowerPoint Presentations	Leeuwen (2008) Chapters 4-6
	C5	1.Discourse and intercultural communication	Face to face	Individual assignments	Leeuwen (2008) 7-9
	S1,S3	1.Discourse and intercultural communication	Face to face	Data analysis	Schiffrin, Tannen and Hamilton (2001) pp.537-590
	S1	Discourse and Gender	Face to face	PowerPoint Presentations	Schiffrin, Tannen and Hamilton (2001) 6-12-670
	K4,S2	Discourse and Media	Face to face	Lectures, Discussion and problem solving	Schiffrin, Tannen and Hamilton (2001) Discourse and Media, Discourse Analysis in the Legal Context
	S1,S3	1.Discourse Analysis in the Legal Context 2.Political discourse	Face to face	Lectures, Discussion and problem solving	Schiffrin, Tannen and Hamilton (2001) Discourse and Media, Discourse Analysis in the Legal Context
	S1,S3	1.Discourse Analysis in the Legal Context 2.Political discourse	Face to face	Individual assignments	Schiffrin, Tannen and Hamilton (2001) Discourse and Media, Discourse Analysis in the Legal Context
	C4	1.Discourse Analysis in the Legal Context 2.Political discourse	Face to face	Discussion of term papers	Discussion of term papers
	C4	1.Discourse Analysis in the Legal Context 2.Political discourse	Face to face	Discussion of term papers	Discussion of term papers
	S1,S3	1.Discourse Analysis in the Legal Context 2.Political discourse	Face to face	Individual assignments	Schiffrin, Tannen and Hamilton (2001) Discourse and Media, Discourse Analysis in the Legal Context

\*Teaching procedures: (Face-to-Face, synchronous, asynchronous).

\*\* Teaching methods: (Lecture, video....).

\*\*\* Reference: (Pages of the book, recorded lecture, video....)





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## Eighth: Assessment Methods

Methods	Online Learning	Blended Learning	Face-To-Face Learning	Specific Course Output to be assessed **If any CILO will not be assessed in the course, mark NA.												
				K1	K2	K3	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
First Exam																
Second Exam																
Mid-term Exam			30	x	x		x					x				
Participation										x					x	
Asynchronous Activities																
Quizzes																x
Assignments			30										x	x		
Group presentation																
Final Exam			40	x	x	x	x	x	x	x	x	x	x	x		x
Total out of 100			100													





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## **Ninth: Course Policies**

- All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
  - a. Punctuality.
  - b. Participation and interaction.
  - c. Attendance and exams.
- Academic integrity: (cheating and plagiarism are prohibited).

<b>Approval</b>	<b>Name</b>	<b>Date</b>	<b>Signature</b>
<b>Head of Department</b>			
<b>Faculty Dean</b>			