Subject Code	FH6059
Subject Title	Discourse Analysis
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	N/A
Objectives	This subject aims to develop in students a sophisticated understanding of discourse analysis through the introduction of a comprehensive range of key concepts, theories and methods. In addition, it equips students with the advanced knowledge and techniques to analyse discourse in a range of academic and professional contexts. Further, it engages students in the critical and multi-faceted analysis of discourse in contemporary society by applying the knowledge and techniques learned.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a) articulate and explain some key concepts in the analysis of discourse; b) identify, explain and contrast the characteristics of different modes of discourse; c) analyse discourses using appropriate concepts, theories and methods; d) compare different discourses using appropriate concepts, theories or methods; e) assess the practicality of the concepts, theories and methods used in discourse analysis; f) apply the concepts, theories or methods of discourse analysis to academic and professional contexts in contemporary society.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	• Introduction to discourse and discourse analysis • Cohesion and coherence • Context • Genre and register • Variation across discourses • Analysing written discourse • Analysing spoken discourse • Going beyond language in discourse analysis
Teaching/Learning Methodology *(Note 3)*	Concepts, theories, and methods are explained and demonstrated in the lectures, illustrated by illustrative examples, research findings and/or case studies. Interactive activities are conducted in class and online to enable students to develop insights into the concepts, theories and methods used in discourse analysis. Students are encouraged to share discourses from their own professional contexts and to critically analyse them with their

	fellow students by applying the concepts, theories and methods learnt.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*								

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Oral presentation	40%	✓	✓	✓			✓
2. Paper	40%	✓	✓	✓			✓
3. Participation	20%	✓	✓	✓	✓	✓	✓
Total	100 %						

The subject is assessed entirely through coursework. The two assessment tasks 1 and 2 require students to demonstrate their knowledge and analytical skills in different modes, and their achievement of the subject's intended learning outcomes. These two tasks typically focus on written and spoken discourse respectively and require students to select the appropriate concepts, theories and/or methods in their analysis. Students are assessed in terms of both subject knowledge and generic academic as well as presentation skills.

For assessment task 3, students are expected to actively participate in in-class and online activities and discussions.

Student Study Effort Expected	Class contact:	
	▪ Interactive lectures	39 Hrs.
	Other student study effort:	
	▪ Reading, discussion and writing	78 Hrs.
	Total student study effort	117 Hrs.

Reading List and References	Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London: Longman. Bhatia, V. K. (2004). *Worlds of written discourse: A genre-based view*. London; New York: Continuum. Cook, G. (1989). *Discourse*. Oxford: Oxford University Press. Eggins, S. & Slade, D. (1997). *Analysing casual conversation*. London: Cassell. Fairclough, N. (1989) *Language and power*. London: Longman. Fairclough, N. (1995). *Critical discourse analysis. The critical study of language*. London: Longman. Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. London: Routledge.

Flowerdew, J., & Richardson, J. E. (Eds.) (2017). *The Routledge handbook of critical discourse studies.* Abingdon, Oxon: Routledge.

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Gee, J. P. (2008). *Social linguistics and literacies: Ideology in discourses* (3rd edition). London: Routledge.

Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.

Halliday, M. A. K. & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar* (3rd edition). London: Edward Arnold.

Handford, M. & Gee, J. P. (Eds.) (2023). *The Routledge handbook of discourse analysis* (2nd edition). London: Routledge.

Hoey, M. (2001). *Textual interaction. An introduction to written discourse analysis*. London; New York: Routledge.

Hyland, K. and Paltridge, B. (Eds.) (2011). *Continuum companion to discourse analysis.* London: Continuum.

Jones, R. H. (2012). *Discourse analysis. A resource book for students*. London: Routledge.

Kress, G. & Van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd edition). Oxon; New York: Routledge.

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McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.

Schegloff, E. (1997). Whose text? Whose context? *Discourse and Society* 8(2): 165-187.

Sinclair, J. McH. & Coulthard, R.M. (1975). *Towards an analysis of discourse*. Oxford: Oxford University Press.

Stenström, A.-B. (1994). *An Introduction to spoken interaction*. London; New York: Longman.

Stubbs, M. (1983). *Discourse analysis: The sociological analysis of natural language*. Oxford: Basil Blackwell.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.