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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **English Department** |
| **Bachelor** | **Course Syllabus** | **Academic year 2022 /2023** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
|  | | **Discourse Analysis** | | **120424** |
| **Room #** | **Class time** | | **Course type** | |
| **408** | **9:45- 11:15** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail Address** | **Office Hours** | **Office Number** | **Rank** | **Name** |
| hamaireh@philadelphia.edu.jo | Sundays, Tuesdays, Monday, Wednesday: 11:10-12:00 | **406** | **Assistant Professor** | **Dr. Hanan Ali Amaireh** |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **100%** |  |  |

**Course Description**

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| Discourse Analysis investigates the organization of language beyond the sentence level  in both speech and writing. This course consists of two parts. Part one examines the major theoretical approaches to discourse analysis, macro-and micro-language functions, information packaging, speech act theory, conversational strategies, exchange structure, dimensions of discourse analysis and standards of textuality. Part two is devoted to the pedagogical applications of these theoretical concepts. Students will be taught how to explore ways in which their theoretical knowledge can be put into action in order to develop discourse skills.  This course aims at providing students with the necessary information and skills that enable them to look into the English utterance beyond the sentence level in both spoken and written context, and those that enable them to analyze discourse in the light of the models and theories that investigate discourse in its formal and textual contexts. These skills should help the students see what impact meaning has on the utterance in terms of its social and textual contexts. Eventually, this will help students speak and write the language in a way that best represents its social implications as they occur in the real- life situations. The political speeches and discussion papers of King Abdullah will also be discussed. They will also be compared to how female speakers use language such as discussing the use of language in the speeches of Queen Rania. Corpus analysis will be taught to students by using software called AntConc which is for quantitative analysis. |

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
|  | - know the various theories and the different linguistic schools of discourse analysis | **K1** |
|  | **understand and be able to explain all the important cohesive devices used in discourse analysis** | **K3** |
| **Skills** | | |
|  | use the various connecting devices towards achieving cohesiveness when writing texts themselves, and | **S1** |
| Analyze literary texts in English, distinguish literary genres and eras, and read texts through their historical context. | **identify and analyze spoken vs. written discourse, conversational analysis of sentence grammar vs. text grammar, text structure** | **S2** |
| **Competencies** | | |
| Respect of other cultures | **display presentational skills through the oral presentations they participate in** | **C1** |
|  | **- write better essays** | **C2** |

**Learning Resources**

|  |  |
| --- | --- |
| Paltridge**,** B. (2008). *Discourse Analysis*. London: Continuum.  Coulthard, M. (1985) *An Introduction to Discourse Analysis*, 2nd edition, England: Longman.  *The Cambridge Handbook of Discourse Studies.*  Cambridge Handbooks in Language and Linguistics  The Routledge Handbook of Corpus Approaches to Discourse Analysis  Routledge handbooks in applied linguistics | Course textbook |
| Gee, J. (1999). *An introduction to Discourse Analysis: Theory and Method*. New York: Routledge**.**  Stubbs, M. (1983). *Discourse analysis: The sociolinguistic analysis of natural language*.  Oxford: Blackwell.  Salkie, R. (1995). *Text and Discourse Analysis*. London: Routledge***.*** | Supporting References |
| <http://www.discourses.org/download/articles> | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| **textbook** | Define DA | Lecture | Introduction to Discourse Analysis (DA)  Different views of Discourse Analysis | **1** |
| **Martin Luther King's speech I have a dream** | **Analysis of Martin Luther King's speech I have a dream** | **Speech analysis** | Discourse and Society  Discourse and language choice  Discourse and gender  Discourse and ideology | **2** |
| **textbook** | **Act a scene** | **Role play** | Discourse and Pragmatics  Speech acts and Discourse  The Cooperative Principle and Discourse  Discourse and Politeness | **3** |
| **textbook** | Find two pieces of a spoken and written genres and highlight the features of each genre | **video** | Discourse and Genre  What is a genre?  Relationship between genres  Spoken and written genres | **4** |
| **Students choose any interview and transcribe it** | **Analyse the language of an interview and transcribe it according to the conventions** | **Cooperative learning** | Discourse and conversation  Transcription conventions  Feedback  Repair  Sequence and structure in conversation | **5** |
| **Identify cohesive devices used in an article** | **Identify cohesive devices used in a piece of writing** | **Text analysis** | Discourse Grammar  Cohesion and discourse  Reference  Lexical cohesion  Collocation  Conjunction  Substitution and ellipsis  Theme and rheme | **6** |
| **Quantitative analysis of King Abdullah's speeches** | **Analyse any speech or piece of writing quantitatively** | **Quantitative analysis** | Corpus approaches to Discourse Analysis  What is a corpus?  Kinds of corpora  Design and construction of corpora  AntConc Software for Corpus Analysis | **7** |
|  |  |  | Mid Exam | **8** |
| **Paper on CDA** | **Analysis of power relationship** | **Text analysis** | Critical Discourse Analysis | **9** |
| **Paper on CDA** | **Analysis of power relationship** | **Text analysis** | Critical Discourse Analysis | **10** |
| **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | Discourse and Rhetoric  What is Rhetoric  Canons of Aristotelian perspective of Rhetoric | **11** |
| **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | Ethos | **12** |
| **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | Pathos | **13** |
| **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | **Martin Luther King's speech I have a dream** | Logos | **14** |
|  |  |  | ***Revision*** | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
| Using the Moodle, YouTube, Different websites |
| Communication skills |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Using new concepts in discussions and writing essays |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | **8** | **30 %** | **Mid Term Exam** |
|  | **2-15** | **30 %** | **Various Assessments \*** |
|  | **16** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| **report** | lecture | - know the various theories and the different linguistic schools of discourse analysis | **K1** |
| **Skills** | | | |
|  |  |  |  |
| **Essay writing** |  | use the various connecting devices towards achieving cohesiveness when writing texts themselves, and | **S1** |
| **Analysis of spoken and written genres of discourse** |  | **identify and analyze spoken vs. written discourse, conversational analysis of sentence grammar vs. text grammar, text structure** | **S2** |
| **Competencies** | | | |
| **presentation** |  | **display presentational skills through the oral presentations they participate in** | **C1** |
| **Discourse Analysis of a literary piece** |  | **- write better essays** | **C2** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| **4th year students** | Text analysis | **Discourse Analysis** | Analyze literary texts in English, distinguish literary genres and eras, and read texts through their historical context. | S2 |
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**Description of Program Learning Outcome Assessment Method**

**Assessment Rubric of the Program Learning Outcome**

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| When evaluating your essays, I will assess the degree to which each essay demonstrates competency in each of the following areas. I have provided an explanation of the scores and the criteria below.  Poor—the essay does not complete a majority of the items listed under a particular criterion, OR the essay does not complete the most important items listed under a particular criterion.  Fair—the essay completes the most important items listed under a particular criterion.  Good—the essay completes all items listed under a particular criterion.  Excellent—the essay completes all of the items listed under a particular criterion and completes the majority of those items very well. |