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وكالة الجامعة للشؤون التعليمية

إدارة البرامج الدراسية والتطوير

نموذج ( 5)

مختصر توصيف المقرر

(Course Syllabus)

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| اسم المقرر: | Discourse Analysis  تحليل الخطاب |
| رقم المقرر: | ENGL 414 |
| اسم ورقم المتطلب السابق: |  |
| مستوى المقرر: | Level 8  الثامن |
| الساعات المعتمدة: | 3 |

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| **معلومات المقرر \* (Course Information):**   |  |  |  | | --- | --- | --- | | **اسم المقرر:** | تحليل الخطاب  **Discourse Analysis** | | | **رقم المقرر:** | ENGL414 | | | **اسم ورقم المتطلب السابق:** | مقدمة إلى اللغويات Introduction to Linguistics ENGL215  اللغويات الاجتماعية ENGL 325 Sociolinguistics  **أو**  علم الدلالة والتداولية Semantics ENGL412 | | | **اسم ورقم المتطلب المرافق:** | (NA) | | | **مستوى المقرر:** | الثامن  Level 8 | | | **الساعات المعتمدة:** | 3 | | | **Discourse Analysis** | | **Module Title:** | | **ENGL 414** | | **Module ID:** | | Introduction to Linguistics ENGL215  ENGL 325 Sociolinguistics  **أو**  علم الدلالة والتداولية Semantics ENGL412 | | **Prerequisite (Co-requisite) :** | | (NA) | | **Co-requisite :** | | Level 8 | | **Course Level:** | | **3** | | **Credit Hours:** |   **وصف المقرر : Module Description**   |  | | --- | | Discourse Analysis (DA) is an interdisciplinary branch of linguistics which investigates any stretches/forms of language beyond the sentence level (in both spoken and written communication). DA also views language as 'social practice'.  This course aims to introduce students to the main theories, ideas, notions, terms and practices in Discourse Analysis. Being interdisciplinary in both content and methodology , topics of Discourse Analysis vary considerably : Discourse , Text , Communication Constraints (both system and ritual constraints),Power and Solidarity , Identity, Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis(CDA), Contextual features and text analysis, Schemata , Stylistics, Discourse and Pragmatics(Implicature), co-textual relations, Intertextuality, etc. Critical thinking , open-mindedness, project and research techniques are among the most expected learning outcomes of the course . In addition, students are expected to think deeply about language and textual phenomenon and use that knowledge creatively to help them analyze texts(both fictional and expository) and various other communication events/encounters such as : formal/informal chat, online chat & SMS, sports commentary , doctor-patient conversation, TV debates, etc.  Discourse lends itself easily to a multi-teaching strategy that combines : lecturing, group discussions and seminars, field work/research projects, corpus-based tasks, etc.  Instructors are encouraged to adopt a multi-faceted method of assessment that combines: test(s), quizzes, written/spoken assignments, response papers, project work, etc. |   **أهداف المقرر : Module Aims**   |  |  |  | | --- | --- | --- | | 1 | Grasp the key ideas, concepts, issues, theories and approaches of Discourse Analysis and Discourse Studies. | **1** | | 2 | Show understanding of the complexity and multi-layeredness of Discourse (the influence of the inherent role of power, ideology, culture, bias, etc., in shaping spoken and written discourse). | **2** | | 4 | Gain a deep insight into the relationships between Discourse and Gender, Discourse and Identity, Discourse and Communication, Discourse and Pragmatics, etc.(be able to outline and discuss the tenets of these relationships). | **3** | | 5 | See the strong, dynamic and dialectical relationship between language and society (i.e. language it as social practice). | **4** | |  | Reflect on the role of Schema (Background Knowledge Structures) in understanding and interacting with Language/Discourse. | **5** | |  | Discuss the dynamics of Intertextuality in shaping and reshaping texts and discourses. | **6** | |  | Explain and discuss Hall's theory of the differences High-context and Low-context Cultures. | **7** | |  | Distinguish between Sentence, Text and Discourse(and between Speech Community and Discourse Community). | **8** | |  | Conduct a term project on an assigned or self-selected topic in Discourse Analysis. | **9** |   **By the end of the course, students should be able to:مخرجات التعليم: Learning Outcomes:**   |  |  |  | | --- | --- | --- | | 1 | Define and state basic concepts, ideas, methods and practices in the domain of Discourse Analysis and Discourse Studies. | 1 | | 2 | Discuss the interrelationships of language and social phenomena and practices. | 2 | | 3 | Outline and discuss the four approaches to Discourse and Gender: Deficit, Dominance, Difference and Discourse-based Approaches. | 3 | | 4 | Talk and write about the complexity of identities and their linguistic representations and manifestations. | 4 | | 5 | Compare and contrast various models of communication (e.g. Aristotle's, Jakobson's and Hymes'). | 5 | | 6 | Outline the differences between Pragmatics and Discourse Analysis. | 6 | | 7 | Discuss the relationship between discourse and culture (with reference to the Whorfian Hypothesis). | 7 | |  | Compare and contrast the following: High-context vs. Low-context cultures; sentence, text and discourse; different types and strategies of schemata, etc.). |  | |  | Explain and discuss "Intertextuality". |  | |  | Review the issue of "Language, Ideology and Bias". |  | | 8 | Develop a set of research skills in the context of Discourse and Discourse Studies (Project). | 8 |   **محتوى المقرر:**  **Course Contents:**   |  |  |  | | --- | --- | --- | | **قائمة الموضوعات**  **(Subjects)** | **عدد الأسابيع**  **(Weeks)** | **ساعات التدريس**  **(Hours)** | | **Course Orientation** | 1 | 3 | | **Key Concepts in Discourse Analysis (definitions, concepts, scope, methodology, etc.). In particular: power, ideology, bias, the unsaid, construction, etc.).**  Critical Discourse Analysis | 2 | 6 | | **Discourse and Identity (traditional vs. modern concepts of identities).** | 1 | 3 | | **Discourse and Gender(the three approaches: Deficit, Dominance and Difference** | 1 | 3 | | **Discourse and Culture: High-context vs. Low-context Cultures, Speech Community, Discourse Community and Community of Practice, Language and Thought (Whorfian hypothesis).** | 1 | 3 | | **Discourse and Communication (Models of Communication: Aristotle, Jakobson and Dell Hymes).** | 2 | 6 | | **Discourse and Pragmatics(Speech Acts vs. Discourse Acts)**  **Implicature** | 1 | 3 | | **Intertextuality and Discourse**  **Discourse and Stylistics** | 1 | 3 | | **Schema Theory and Background knowledge(Accretation, Tuning and Restructuring)** | 1 | 3 | | **Practical Discourse Analysis(e.g. News Discourse, Sports Commentary, Classroom Discourse, Body Language/Sign Language, Cookery Discourse, Public Speech, etc.)** | 1 | 3 | | **Project Presentation and Discussion (students divided into groups and required to conduct a term project on Discourse Analysis; including a presentation and report)** | 1 | 3 | | Revisions, Midterm and finals | 2 | 6 |   **الكتاب المقرر والمراجع المساندة: Textbook and References:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **اسم الكتاب المقرر**  **Textbook title** | **اسم المؤلف (رئيسي)**  **Author's Name** | **اسم الناشر**  **Publisher** | **سنة النشر**  **Publishing Year** | **ISBN** | | Discourse Analysis (2nd edition). | Paltridge, Brian. | Bloomsbury | 2012 |  | | Discourse Analysis. | Widdowson, H.G. | Oxford University Press | 2004 |  | | Discourse Analysis (3rd edition) | Barbara Johnstone | Wiley-Blackwell | 2018 |  | | **اسم المرجع**  **Reference** | **اسم المؤلف (رئيسي)**  **Author's Name** | **اسم الناشر**  **Publisher** | **سنة النشر**  **Publishing Year** |  | | The Handbook of Discourse Analysis | Deborah Tannen  Heidi E. Hamilton  Deborah Schiffrin | Wiley Blackwell | 2015 |  | | Discourse Analysis; The Sociolinguistics Analysis of natural Language | Michael Stubbs | University of Chicago Press (September 15, 1983) | 1983 |  | | An Introduction to Discourse Analysis: Theory and Method (4th edition). | Gee, James Paul. | Routledge | 2014 |  | | Language and Power | Norman Fairclough | Routledge  (2nd edition) | 2001 |  | | Discourse and Contemporary Social Change | Norman Fairclough  Giuseppina Cortese and  Patrizia Ardizzone (eds.) | Peter Lang | 2007 |  |   **\* يتم تعبئة معلومات المقرر فقط باللغتين العربية والانجليزية وباقي المعلومات بلغة التدريس المعتمدة ويكرر لكل مقرر في الخطة الدراسية**  **\* Course Information should be filled in Arabic and English. Other information should be filled using the approved teaching language at the college.** |