City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2018/19

Part I   Course Overview

Course Title:	Genre Analysis of Specialized Discourse
Course Code:	EN5315
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course is intended to provide students with the skills and theoretical understanding needed to critically analyse texts from a genre perspective in a range of settings, both academic and professional. The accompanying aim is to show how such analysis can be usefully applied in terms of both text production and pedagogy.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe and critique the current genre-based approaches to the analysis of specialised academic and professional genres.		X	X	
2.	Describe and account for the use of specific semiotic resources and rhetorical strategies in specialised genres.		X	X	
3.	Analyze the disciplinary, intercultural and cross-cultural variation in academic and professional genres.		X	X	
4.	Evaluate and apply pedagogically usable insights from genre-based descriptions of language use in academic and professional contexts.				X

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Read a selection of relevant references, interpreting the views of published authors in the context of discourse analytical work, and review them critically.	X	X					
	Critically read and evaluate the handouts given every week to cover the work done in the lectures.	X	X					
	Interactive lectures, short text analysis tasks and class discussions.	X	X	X	X			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Write a one-hour in-class test. The test will cover the first half the course and will be in the form of short written answers.	X	X					30%	
Deliver a group presentation of an analysis of an existing genre study; with active participation from all.		X	X	X			20%	
Conduct and report in writing an analysis of an academic or professional genre.		X	X	X			50%	
Examination: ____% (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In class test	--	• Demonstrates excellent understanding of the subject matter.	• Demonstrates good understanding of the subject matter, although weak on some points.	• Demonstrates adequate understanding of the main issues.	• Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	• Has not answered enough questions to demonstrate an understanding of the main issues.
2. Presentation	Content (group)	• Demonstrates excellent understanding of the subject matter and the study reported in the article. • Presents a thorough, critical and accurate analysis of the study	• Demonstrates good understanding of the subject matter and the study reported in the article. • Presents a rather thorough and accurate analysis of the study	• Demonstrates adequate understanding of the subject matter and the study reported in the article • Presents somewhat accurate analysis of the study which lacks thoroughness	• Demonstrates limited understanding of the subject matter and the study reported in the article • Presents an incomplete analysis of the study, which is inaccurate in some parts	• Demonstrates very little understanding of the subject matter and the study reported in the article. • Presents an inaccurate analysis of the study.
	Language use (individual)	• Very fluent and effective • With very few minor non-intrusive errors in pronunciation,	• Quite fluent and effective in most parts • With some non-intrusive errors made in	• Somewhat fluent and somewhat effective in some parts • With many non-intrusive errors	• Not fluent and not effective, with frequent intrusive errors made in pronunciation, syntax and/or	• Many breakdowns and/or hesitations • Many intrusive errors made in pronunciation,

		syntax and/or vocabulary	pronunciation, syntax and/or vocabulary	made in pronunciation, syntax and /or vocabulary	vocabulary	accuracy and/or vocabulary
	Responses to questions (group and individual)	• Active listener; able to understand all questions and provides thoughtful and accurate follow up responses to the questions.	• Able to understand most of the questions and provide appropriate answers.	• Able to understand most of the questions only but provides appropriate answers to a few of them only.	• Able to understand a few questions and/or able to provide adequate answers to a few questions only.	• Confused when asked questions; unable to give adequate answers to the questions.
3. Analysis of a genre	Content	• Shows full understanding of main concepts and their application**;** • All relevant information is included in discussion and analysis; • The topic is comprehensively analyzed and explained; • The purpose of the analysis of concepts is completely achieved;	• The main concepts are competently discussed and applied**;** • The information included in discussion and analysis of concepts is sufficient; • The topic is sufficiently analyzed and explained; • The purpose of the conceptual analysis is achieved;	• The concepts selected for analysis are sufficient, and partially applied**;** • Only partial information is included in discussion and analysis of concepts; • Only partial analysis is provided; • The purpose of the conceptual analysis is partially achieved;	• The concepts selected for analysis are sketchy and inadequate**;** • Incomplete information is included in discussion and analysis of concepts; • The analysis is not informative or comprehensive**;** • The purpose of the conceptual analysis is not adequately achieved;	• The concepts selected for analysis are highly inadequate**;** • Very limited or inaccurate information is incorporated in conceptual analysis; • The analysis is not at all comprehensible**;** • The purpose of the conceptual analysis is not achieved in any way;

	Organization	• Well-organized; flows well with very few non-intrusive jumps	• Quite well-organized; with some non-intrusive jumps	• Adequately organized; with a few major intrusive jumps	• Frequent intrusive jumps	• Very disorganized and very difficult to follow
	Language use	• Very fluent and effective • With very few minor non-intrusive errors in syntax and/or vocabulary	• Quite fluent and effective • With some non-intrusive errors made in syntax and/or vocabulary	• Somewhat fluent and somewhat effective • With many non-intrusive errors made in syntax and /or vocabulary	• Not fluent and not effective, with frequent intrusive errors made in syntax and/or vocabulary	• Many breakdowns and/or hesitations • Many intrusive errors made in syntax and/or vocabulary

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
      (An indication of the key topics of the course.)

- Functional variation in discourse: registers, styles, and genres;

- Discursive practices in professional communities: genre analysis;

- Genres in specific contexts, including promotional, academic, legal, newspaper, and business;

- Disciplinary variation in academic genres;

- Intertextuality and interdiscursivity, appropriation of generic resources, genre-mixing, genre embedding, and genre-bending;

- Analysis of discursive and professional practice;

- Multi-perspective and multidimensional genre analytical framework;

- Issues in critical genre analysis.

2.   **Reading List**
2.1   **Compulsory Readings**
      (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Bax, S. (2011). *Discourse and genre: Analysing language in context.* London: Palgrave Macmillan.

2.2   **Additional Readings**
      (Additional references for students to learn to expand their knowledge about the subject.)

1.	Bhatia, V. (1993). *Analysing genre: Language use in professional settings.* London, Longman.
2.	Bhatia, V. (2004). *Worlds of written discourse: A genre-based view.* London, Continuum.
3.	Swales, J. (1990). *Genre analysis: English in academic and professional settings.* Cambridge, Cambridge University Press.