City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

Part I   Course Overview

Course Title: Systemic Functional Linguistics

Course Code: LT5409

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) CTL5409 Systemic Functional Linguistics

Exclusive Courses:
(Course Code and Title) Nil

Part II   Course Details

1.   **Abstract**

This course aims to:
   (1) Emphasize that function and semantics are the basis of human language and communicative activity;
   (2) Study language as a system operating in and being influenced by social context;
   (3) Enable students to generate innovative linguistic analysis using concepts developed in systemic functional linguistics.

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.	Relate systemic functional methods to the interpretation of meaning and		✓	✓	✓
2.	Analyze texts, spoken and written.		✓	✓	✓
		100%			

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					
1	**Lectures:** Essential concepts and issues in Systemic Functional Linguistics; Tutorials: non-essential issues in this field and exercises.	✓	✓					

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						
Continuous Assessment: 100%								
Exercises and coursework: applying theoretical concepts to the analysis of texts and discourse. • **In-class test** (20%) • **Group work and presentation** involving analysis of a text to be provided (20%) • **Individual commentary** on analyses of a text to be provided (20%)	✓	✓					60%	
Essay discussing the application of SFL Theory	✓	✓					40%	
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	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Exercises and coursework • In-class test • Group work and presentation • Individual commentary	Excellent ability to distinguish text genres and to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	Good ability to distinguish the genres of a text and to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	Some ability to distinguish the genres of a text and to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	Barely able to distinguish the genres of a text and to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	No apparent ability to distinguish the genres of a text and to recognize and describe those linguistic factors contributing to the texture and architecture of texts.
2. Essay	Excellent competence in the fundamental theoretical concepts in Systemic Functional Linguistics as the basis for articulating critical and original thinking.	Above average competence in the fundamental theoretical concepts in Systemic Functional Linguistics as the basis for articulating critical and original thinking.	Some competence in the fundamental theoretical concepts in Systemic Functional Linguistics as the basis for articulating critical and original thinking.	Barely competent in the fundamental theoretical concepts in Systemic Functional Linguistics as the basis for articulating critical and original thinking.	No apparent competence in the fundamental theoretical concepts in Systemic Functional Linguistics as the basis for articulating critical and original thinking.

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.)

Preliminaries:

Metafunctions, ideational, interpersonal

Groups/Phrases:

Experiential structure and logical structure, Nominal, Verbal, Adverbial, Conjunction & Preposition group

Clauses:

as Message, as Exchange, as Representation

Complex Groups/Phrases and Complex Clauses:

Parataxis and Hypotaxis, Elaboration, Extension, Enhancement, Reports, Ideas and Facts

Syllabus (in detail):

Systemic semantics:

Textual metafuntion (type/token ratios, vocabulary use, register); **interpersonal metafunction** (speech-function, exchange structure, involvement and detachment, personal reference, discourse markers); **ideational/experiential metafunction** (propositional content, modality)

Systemic context or register analysis:

Field (what is happening, what is it that the participants are engaged in [the nature of the social interaction taking place]); **Tenor** (who is taking part, the social roles and relationships of participant, the status and roles of the participants); **Mode** (the symbolic organization of the text, persuasive/expository/didactic rhetorical modes, the spoken/written or monologic/dialogic channel of communication)

Systemic text or discourse analysis:

Tokens (individual words); **types** (kinds of words); **lexical density** (ratio of lexical and grammatical items); contrast between lexical density of written text and syntactic density of oral discourse

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.)

    Webster, Jonathan J. (Ed.) (2009). *The Essential Halliday*. London: Continuum.

    Halliday, M.A.K. and Webster, J. J. (Eds.) (2009). *Continuum Companion to Systemic Functional Linguistics*. London: Continuum Books.

2.2 Additional Readings

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

The Collected Works of M.A.K. Halliday (11 volumes).   Webster, J.J. (Editor).   Bloomsbury.