EN3587: CRITICAL DISCOURSE ANALYSIS

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Critical Discourse Analysis

Subject Code
EN - English
Course Number
3587

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
EN2324 Critical Discourse Analysis

Exclusive Courses
Nil

Part II Course Details

Abstract
This course is designed to foster critical understanding of how language is encoded and loaded with different cultural and ideological values and help students to make connections between the different ways in which language can be used to

mediate ideological representations and constructions of different social categories (e.g., gender, race, class, sexuality) in public discourses. Students will be introduced to some basic analytical methods in critical analysis.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop a general understanding of the theories of ideology developed in order to explore the ideological nature of language and discourse, and how these ideologies are proliferated through hegemonic discourses.		x	x	
2	Develop an understanding of different possible approaches to critical analysis.			x	x
3	Critically reflect on how socio-political categories (e.g. class, gender, race, sexuality etc.) are constructed through everyday public discourse.		x	x	x
4	Apply critical discourse analytical methods to critically examine a range of public discourses to uncover hidden ideologies.		x	x	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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures given in class in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate and challenge thoughts, and to assist in open and stimulating discussions and debates of chosen, representative texts	1, 2, 3	

2	In-class analysis	In-class analysis of texts in groups, individually, and as a class will stimulate discussion, debate, exchanging of personal reflections, and enrich understanding of texts through the various perspectives offered.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Essay Essay will develop students' capacity for independent research, make connections between different concepts, and critically analyse some primary concepts in Critical Discourse Analysis.	1, 2	30	
2	Group Project Critical projects will develop students' ability to negotiate and unpack the ideological nature of real-world discourses, helping them to make connections between academic concepts and socio-discursive issues and consider how meaningful social action can be brought about.	2, 3, 4	40	
3	Portfolio Portfolio will develop students critical and analytic proficiency in looking at discourse and socio-discursive issues, helping them to build their understanding of different discursive genres as well as stimulate reflection on their individual ideological positions vis-à-vis real-world social concerns.	2, 3, 4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Essay

Criterion

Content

Excellent (A+, A, A-)

(80% and above)
The argument is extremely well-presented and is extremely well analysed;
All relevant information is excellently covered;
The purpose of drawing connection between different concepts is completely achieved.

Good (B+, B, B-)

(65% to 79%)
The argument is competently presented and is very well analysed;
The information is sufficiently covered;
The purpose of connecting concepts is achieved.

Fair (C+, C, C-)

(50% - 64%)
The argument is adequately presented and is analysed reasonably well;
Only part of the information is covered;
The purpose of drawing connection between concepts is partially achieved.

Marginal (D)

(40% - 49%)
The argument is sketchily presented and analysis inadequately presented;
Only limited information is included;
The purpose of connecting concepts is not fully achieved at all.

Failure (F)

(39% and below)
The argument is highly inadequate and is very badly analysed;
Very limited or inaccurate information included;
The purpose of connecting concepts is not achieved in any way.

Assessment Task

Essay

Criterion

Language and style

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;

Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive;
Style is generally inappropriate.

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Assessment Task

Group Project

Criterion

Content

Excellent (A+, A, A-)

(80% and above)
The case is extremely well-presented and is extremely well analysed;
All relevant information is excellently covered;
The group discussion is extremely well led;
The purpose of analysing and presenting the case material is completely achieved.

Good (B+, B, B-)

(65% to 79%)
The case is competently presented and is very well analysed;
The information is sufficiently covered;
The group discussion is very well led;
The purpose of analysing and presenting the case material is achieved.

Fair (C+, C, C-)

(50% - 64%)
The case is adequately presented and is analysed reasonably well;
Only part of the information is covered;
The group discussion is reasonably well led;
The purpose of analysing and presenting the case material is partially achieved.

Marginal (D)

(40% - 49%)
The case is sketchily presented and analysed inadequately presented;
Only limited data is included;
The group discussion is poorly led;
The purpose of analysing and presenting the case material is not fully achieved at all.

Failure (F)

(39% and below)
The case is highly inadequate in its presentation and is very badly analysed;
Very limited or inaccurate data is included;
The group discussion is very badly led;
The purpose of analysing and presenting the case material is not achieved in any way.

Assessment Task

Group Project

Criterion

Language and style

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive;
Style is generally inappropriate.

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Assessment Task

Portfolio

Criterion

Content

Excellent (A+, A, A-)

(80% and above)
Shows full understanding of main concepts and their application;
All relevant information is included in discussion and analysis of concepts;
The data is comprehensively analyzed and explained;
The purpose of the analysis of concepts is completely achieved.

Good (B+, B, B-)

(65% to 79%)
The main concepts are competently discussed and applied;
The information included in discussion and analysis of concept is sufficient;
The data sufficiently analyzed and explained;
The purpose of the conceptual analysis is achieved.

Fair (C+, C, C-)

(50% - 64%)
The concepts selected for analysis are sufficient and partially applied;
Only partial information is included in discussion and analysis of concepts;
Only partial analysis of data provided;
The purpose of the conceptual analysis is partially achieved.

Marginal (D)

(40% - 49%)
The concepts selected for analysis are sketchy and inadequate;
Incomplete information is included in discussion and analysis of concepts;
The data analysis is not informative or comprehensive;
The purpose of the conceptual analysis is not adequately achieved.

Failure (F)

(39% and below)
The concepts selected for analysis are highly inadequate;
Very limited or inaccurate data is incorporated in conceptual analysis;
The analysis is not at all comprehensible;
The purpose of the conceptual analysis is not achieved in any way.

Assessment Task

Portfolio

Criterion

Language and style

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive;

Style is generally inappropriate.

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Part III Other Information

Keyword Syllabus

Culture and reality; discourse and power; theories of ideology and hegemony; methods of critical discourse analysis; discourse-historical approach; critical metaphor analysis; discourse of illusion; political discourse; news discourse.

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Charteris-Black, J. (2004) Corpus Approaches to Critical Metaphor Analysis. Hampshire: Palgrave Macmillan.
2	Fairclough, N. (1989) Language and Power. New York: Longman.
3	Fairclough, N. (1995) Critical Discourse Analysis. Singapore: Longman.
4	Jaworski, A and Coupland, N. (eds) (1999), The Discourse Reader. London: Routledge.
5	Wodak, R. (2002) 'The Discourse Historical Approach'. Wodak, R and Meyer, M (eds) (2002) Methods of Critical Discourse Analysis. London: Sage.