Course Specifications

Institution:	Majmaah University
Academic Department :	English Department
Programme :	B.A. in English
Course :	Discourse Analysis
Course Coordinator :	Doha Mohamed Ali Shehata
Programme Coordinator :	Dr. Salah Farwan
Course Specification Approved Date :	..../ ... / ...... H

A. Course Identification and General Information

1 - Course title : Discourse Analysis	Course Code: Eng. 429

2. Credit hours : (3 hours)

3 - Program(s) in which the course is offered: B.A. in English

4 – Course Language : English

5 - Name of faculty member responsible for the course: Doha Mohamed Ali Shehata

6 - Level/year at which this course is offered : Level 8th

7 - Pre-requisites for this course (if any) :
- **Non**

8 - Co-requisites for this course (if any) :
- **Non**

9 - Location if not on main campus :
(Rumah campus)

10 - Mode of Instruction (mark all that apply)

A - Traditional classroom	√	What percentage?	**70 %**
B - Blended (traditional and online)	√	What percentage?	**None %**
D - e-learning	√	What percentage?	**None %**
E - Correspondence		What percentage?	**None %**
F - Other	√	What percentage?	**30 %**

Comments :
Students participate in class by making presentations and projects to apply discourse analysis practically.

B Objectives

What are the main purposes for this course?

1. Discuss the features characterizing spoken discourse vs. those characterizing written discourse

2. Demonstrate knowledge that the differences in 1 above depend largely on genres of texts.

3. Explain the basic concepts and main approaches to discourse analysis.

4. Apply the different approaches on short utterances

5. Analyze authentic discourses (longer stretches of language)

Briefly describe any plans for developing and improving the course that are being implemented :

1. Using online discussion group to complement work done in class.
2. Students are encouraged to find on line discourse analysis samples to examine how to analyze practically.

C. Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Orientation	1 week	3 hours
Key topics in the study of discourse analysis	2 week	6 hours
Approaches to discourse analysis: cohesion and coherence, the texture of talk, modes, meaning and action, etc.	2 week	6 hours
Doing discourse analysis: first steps (analyzing texture, analyzing genres)	2 week	6 hours
Other people's voices, analyzing speech acts and analyzing conversational strategies	2 week	6 hours
Analyzing contexts and doing mediated discourse analysis	2 week	6 hours
Doing multimodal discourse analysis and analyzing corpora	2 week	6 hours

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	**25**	**None**	**None**	**10**	**4**	39
Credit	**25**	**None**	**None**	**10**	**4**	39

3. Additional private study/learning hours expected for students per week.

4 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	1. Recognising the meaning of discourse analysis and its related concepts. 2. Identifying approaches to discourse analysis 3. Recognizing the different steps of discourse analysis. 4. Doing multimodal discourse analysis and analysing corpora	1. Lectures 2. Class discussion 3. Reading and text analysis 4. Collaborative learning/group work 5. Online discussion group	1- Quizzes 2- Class exercises and assignments 3- Mid terms Final exam
2.0	**Cognitive Skills**		
2.1	1. Ability to think critically and analytically. 2. Ability to retain information by	1-Lectures / students will be introduced to the theoretical material where they will be given more examples and details until	1- Class participation 2- Quizzes

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	understanding material. 3. Decrease dependence on memorization.	they understand 2-Class discussions / students will be asked questions to show their understanding as well as encouraging them to ask questions, and answering their inquiries 3-Class exercises / to further explain the theoretical material as well as to show how much the students understand 4-Home assignments / students will answer assignments at home while their mistakes or weak points will be discussed in class to avoid them in the future	3- Group work evaluation 4- Home assignments 5- Midterms 6-Final exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	1. Students can complete assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly in peer/group activities	1.Lectures in which students are made aware of the significance of time management 2.Posing questions that encourage class discussion and critical thinking 3.Discussions with students on ethical behavior in conducting research	1.Active class participation reflects the students ability to keep up with the reading schedule 2.Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 3.Supervision of in-class group work in order to oversee students' interaction and ability to work together
4.0	**Communication, Information Technology, Numerical**		
4.1	1. the internet to download information 2. available web links for practice 3. the internet to communicate with the teacher 4. Ask and answer questions through classroom conversation	1. Students will be encouraged to make extensive use of material on the web 2.Throughout the class instructions by training how to register with internet browser/web service	Asking students to make researches using the net and give them some

NQF Learning Domains And Course Learning Outcomes		Course Teaching Strategies	Course Assessment Methods
		3. Students' conversational skills, asking and answering questions	on line quizzes
5.0	**Psychomotor**		
5.1	....	....	....

5. Schedule of Assessment Tasks for Students During the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	1st Midterm	Week 7	20%
2	Researches and writing assignments	All along	10%
3	Participation	All along	10%
4	Quiz 1	Week 4	10%
	Quiz 2	Week 11	10%
5	Final exam	End of the semester	40%

D. Student Academic Counseling and Support

6 hours per week ; reachable via email or by personal attendance

E. Learning Resources

1. List Required Textbooks :
- ***Jones, R. (2012). Discourse analysis: a resource book for students. Routledge***
- ***Tannen, D., Hamilton, H. & Schiffrin, D. (2001). The handbook of discourse analysis. edited by Deborah. USA: Blackwell***

F. Facilities Required

1. Accommodation

Lecture rooms should be large enough to accommodate the number of registered students.

2. Computing resources

- **Laptop computer - projector system**

3. Other resources

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G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1.   Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
2.   End of term college evaluation of course by students (to be collected by the department)
3.   End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4.   Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated

2   Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

1.   Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.
2.   Class observation by a supervisor or a senior faculty member.

3 Processes for Improvement of Teaching :

1.   Training sessions
2.   Workshops to facilitate the exchange of experiences amongst faculty members
3.   Regular meetings where problems are discussed and solutions given
4.   Discussion of challenges in the classroom with colleagues and supervisors
5.   Encouragement of faculty members to attend professional development conferences.
6.   Keep up to date with pedagogical theory and practice
7.   Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement

1.   Check marking of a sample of examination papers either by a resident or visiting faculty member

2.   Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

1.   Compare syllabi and course description with other universities (including those on the net)

2.   Bi-annual meetings of faculty members to discuss improvement

3.   Have a curriculum review committee to review the curriculum periodically and suggest improvements

Course Specification Approved
Department Official Meeting No (…..) Date … / …. / ….. H

Course's Coordinator

Name :   Doha Mohamed Ali Shehata

Signature :   ………………………

Date :   …./ … / …… H

Department Head

Name :   Dr.Salah Farwan

Signature :   …………………

Date :   …./ … / …… H