The Open University

EL123: Discourse Analysis Module Specification

> *IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM*
>
> *1. The module learning outcomes in section 6 should be aligned with the overall programme outcomes listed in the programme specification.*
>
> *2. Learning outcomes in section 6 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriated to a particular module, it would be reasonable to remove it from this form.*
>
> *3. The number of learning outcomes may vary between modules according to content and number of credits.*
>
> *4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.*
>
> *5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010*

1. Factual information

Module Title	EL123- Discourse Analysis	Level	4
Module Tutor		Credit Value	4 credit hours
Module Type	Taught	Notional Learning Hours	2 hours/week

2. Rationale for the module and its links with other modules

EL123- Discourse Analysis is a level 1 module that offers students a sound preparation on how language works in a fully integrated manner in texts and discourses. EL123 examines different definitions and approaches to discourse, looking at discourse and different spoken and written genres, discourse and context, discourse and cohesion (lexical and grammatical), thematic analysis, coherence, and corpus approaches to discourse analysis.

The course, which is practical in nature, will also include exercises and assignments related to the analysis of various texts, to provide opportunities for students to develop their practical skills in text and discourse analysis to understand connections in a text and appreciate foregrounding and backgrounding strategies that contribute to setting focal information points, from different

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perspectives. It is intended to be particularly useful to students as they will benefit from spending more time consolidating their academic competences and confidence before moving to level 2 studies.

3. Aims of the module

- Engage students and alert them to the important role discourse plays in language and communication.

- Engage students and alert them to how language works in communicative contexts.

- Orient students to how lexis and grammar create cohesion and coherence.

- Introduce students to the diversity of language and the way this diversity achieves communicative functions and goals.

- Introduce students to different types of discourse analysis and discourse strategies.

- Introduce students to the ways in which different genres and texts require different strategies of discourse analysis and interpretation.

4. Pre-requisite modules or specified entry requirements

Course Prerequisite:
- EL 120 (Phonetics and Linguistics).

5. Intended learning outcome

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A1:** Develop their understanding of different types of discourse. **A2:** Develop their understanding of the discourse tools and strategies **A3**: Develop their understanding of discourse analysis as process and product.	Giving short presentations whereby learners express their viewpoints on general discourse issues, followed by discussion concerning the different meanings of the term 'discourse analyses'. Post–class activities to allow students to expand their understanding by encouraging them to research some relevant material through the internet in relation to different discourse types and texts. Posting online questions through the Course Forum as pre-class preparation, to be discussed and elaborated on in class meetings, in order to enhance students' knowledge and understanding of the key concepts of the course.

B. Cognitive skills	Learning and teaching strategy
At the end of the module learners will be expected to: **B1:** Develop students' awareness of the difference between written and spoken discourse. **B2:** Develop their awareness of different important discourse perspectives. **B3:** Develop their skills of analysing features of spoken and written discourse. **B4:** Develop understanding of how language is planned and produced with appropriate tools (such as intonation, layout, structure and linguistic strategies of cohesion/coherence).	Pre-class preparation and reading of assigned texts in class discussion. Practicing close reading and text –analysis, followed by interactive in-class discussion. Doing some short assignments to assess students' understanding. Encouraging students to research some relevant material through the internet. Short texts will be analysed and discussed as to discourse tools and strategies of texture. MTAs and TMAs will further enhance students' understanding of discourse notions and strategies.

C. Practical and professional skills	Learning and teaching strategy
At the end of the module, learners will be expected to:	Students will be given home assignments (short texts from different discourses to be analysed, in order to evaluate their

C. Practical and professional skills	Learning and teaching strategy
C1: Be able to practise text analysis as a basic step in the process of discourse analysis.	knowledge and understanding of the key concepts of the course.
C2: Develop skills in working co-operatively with others which provides a valuable experience in its own right.	In-class discussion of their assignments and feedback.
C3. Develop an evaluative approach to their discourse analysis through an integrated understanding of language use in communicative contexts.	Encouraging cooperative interaction whereby learners express their viewpoints on the texts under discussion. Short quizzes and assignments.

D Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to:	In-class, close reading, text–analysis and discussion
D1: Communicate ideas clearly and appropriately in relation to various levels of discourse analysis.	Researching some relevant material through the internet.
D2: Develop skills on working co-operatively with others.	Giving short presentations whereby learners express their viewpoints on the texts under discussion.
D3: Learners will have developed an enhanced self awareness of and confidence in their own skills and this can be reflected on how these skills might be used in new situations.	In-class discussions and feedback. Writing TMAs that show learners 'engagement and skills in relation to the relevant concepts discussed in the course.

6. Indicative content.
NO Indicative Content

7. Assessment strategy, assessment methods and their relative weightings

EL123 has **ONE TMA** [Tutor Marked Assignment] related to discourse analysis.

In addition to the TMA, there will be:

One or more **in-class quizzes**.

One **Mid-Term Assessment** [MTA] and

One 2-Hour **FINAL Exam**, at the end of the course.

Components	Form of Assessment & Marks		%
CONTINUOUS ASSESSMENT	TMA (total: 1)	10	10%
	One or more in-class quizzes	10	10%
	MTA	30	30%
FINAL ASSESSMENT	FINAL EXAM	50	50%
GRAND TOTAL		100	100%

Mapping of Assessment tasks and Learning Outcomes																		
	Learning Outcomes																	
	A1	A2	A3			B1	B2	B3	B4		C1	C2	C3			D1	D2	D3
Quizzes	X	X				X	X	X	X									
MTA		X	X			X	X	X	X		X							
TMA	X	X	X				X	X	X		X	X	X			X	X	X
Final Exam		X	X				X	X	X		X					X		X

9. Teaching staff associated with the module / Potential Tutors		
Tutor's name and contact details /		Contact hours
Hayat Al-Khatib	hkhatib@aou.edu.lb	**NOT AVAILABLE YET**
Ralph Sleiman	rasleiman@aou.edu.lb	
Helen Zadourian	hzadourian@aou.edu.lb	
Asim Ilyas	asimlys@yahoo.com	
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Nay Hannawi	nhannawi@aou.edu.kw	

9. Teaching staff associated with the module / Potential Tutors		
Tutor's name and contact details /		Contact hours
Mariam Naim	mnaim@arabou.edu.sa	
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Habib Abdelatif	habib@aou.edu.om	

10. Key reading list				
Author	Year	Title	Publisher	Location
Paltridge, Brian.	2012	*Discourse Analysis: An Introduction*	MPG Book Ltd	UK
Van Leeuwen, Theo	2008	*Discourse and Practice: New Tools for Critical Discourse Analysis*	Oxford University Press	Oxford
Renkema, Jan	2004	*Introduction to Discourse Studies*	John Benjamins Publishing Company	Amsterdam
Cutting, Joan.	2002	*Pragmatics and Discourse: A Resource Book for Students*	Routledge	London
Raphael, Salkie	1995	*Text and Discourse Analysis*	Routledge	London

11. Other indicative text (e.g. websites)
The course will include a combination of printed material and computer-based resources. Students will be introduced to the fundamentals and major debates in discourse analysis theory and application, with the practical nature of the courses being emphasized through assignments, project, presentations, and other coursework activities.