



Course Specifications

Course Title:	Discourse Analysis
Course Code:	LING 343
Program:	Applied Linguistics
Department:	Applied Linguistics.
College:	College of Languages
Institution:	Princess Nourah Bint Abdulrahman University



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A. Course Identification

1. Credit hours: 4 hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 7
4. Pre-requisites for this course (if any):
Sociolinguistics LING 241
5. Co-requisites for this course (if any):
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	4
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description This course will introduce students to different implications of language use as well as approaches and key concepts in discourse analysis.
2. Course Main Objective This course is intended to teach students knowledge about language beyond the word, clause, phrase and sentence. It also aims to familiarize students with basic concepts in discourse analysis and of different approaches to it, which provides them with concrete steps in doing discourse analysis.



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe how the use of language is influenced by relationships between participants, as well as the effects the use of language has upon social identities and relations.	K1
1.2	Describe the history of discourse analysis and its different approaches and applications.	K2
2	Skills :	
2.1	Plan and write research in discourse analysis.	S5
2.2	Explain critical discourse analysis principles and applications, genre, framing, multimodality, identity and the world wide web.	S6, S5
3	Values:	
3.1	Show the ability to work in a team	V1
3.2	Show academic commitment	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction and course plan and What is Discourse Analysis	4
2	Discourse and Society and Discourse and Pragmatics	4
3	Discourse and Genre	4
4	Discourse and Conversation and Discourse Grammar	4
5	Corpus Approaches to Discourse Analysis	4
6	Multimodal Discourse Analysis	4
7	Critical Discourse Analysis	4
8	Doing Discourse Analysis	4
9	Presentation of the Projects	4
10	Presentation of the Projects	4
Total		40

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	describe how the use of language is influenced by relationships between participants, as well as the effects the use of language has upon social identities and relations.	Brainstorming Using graphic organizers Lectures	Participation in class discussions. Discussion of projects. Quizzes Assignments Exams
1.2	Describe the history of discourse analysis and its different approaches.	Lecture using visuals.	Quizzes Assignments Exams
2.0	Skills		
2.1	Plan and write research in discourse analysis.	Inquiry-based instruction	Research project



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Annotating and paraphrasing sources.	
2.2	Explain critical discourse analysis principles and applications, genre, framing, multimodality, identity and the world wide web.	Inquiry-based instruction I	Individual conferences, small group discussions, interviews.
3.0	Values		
3.1	show the ability to work in a team.	Collaborative learning Role-playing	Participation in individual, pair, and group presentations.
3.2	Show academic commitment	Instructions	Observation

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation, quizzes & assignments and small projects	Every week	10
2	Midterm Exam	5	30
4	A cross-cultural critical discourse analysis project and a presentation thereof	9	20
5	Final exam	As scheduled	40

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2. • Each instructor will have office hours available for the students. • Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
3. • For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Paltridge, Brian (2012) Discourse Analysis: An Introduction. (2ed ed.). London: Bloomsbury., Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2013) Communication between cultures . (8th ed.). Boston, MA: Cengage Learning..
Essential References Materials	2. List Essential References Materials (Journals, Reports, etc.) Gee, James Paul (2014) An Introduction to Discourse Analysis: Theory and Method (Fourth Edition). London and New York: Routledge.



	Gee, James Paul. (2011) How to do Discourse Analysis: A Toolkit. New York, NY: Routledge. Journal of Discourse Studies, ed. Van Dijk.
Electronic Materials	http://cw.routledge.com/textbooks/9780415874298/ http://sprog.asb.dk/vv/cbcom/workingpapers/wp4.pdf
Other Learning Materials	Sketch Engine

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room with e-podium and projector for presentations and course instruction
Technology Resources (AV, data show, Smart Board, software, etc.)	None
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Students	-Students' general standard in the course based on their test scores. <ul style="list-style-type: none"> • Assignments completed by the students in accordance with expected standards. • Tracking the students' progress and grades. • Using anonymous students' feedback throughout semester. • Students' evaluation of the course via questionnaires.
Strategies for Evaluation of Teaching	Program/Department Instructor	<ul style="list-style-type: none"> • Regular meetings to be held by the course coordinator. • Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. • Examining the students' grades by the department. • Evaluation of a sample exam by the department.
Processes for Improvement of Teaching	Program/Department Instructor	<ul style="list-style-type: none"> • Workshops and training sessions to be held by the course coordinator. • Instructors are encouraged to attend/participate in professional conferences as well as to research and publish



Evaluation Areas/Issues	Evaluators	Evaluation Methods
Processes for Verifying Standards of Student Achievement	Program/Department Instructor	<ul style="list-style-type: none"> A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). Second marking can also be an effective strategy for verifying standards student achievement and marking policy. Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit
The planning arrangements for periodically reviewing course effectiveness and planning for improvement	Program/Department Instructor	<ul style="list-style-type: none"> Reviewing recommendations by previous teaching staff in course report and studying their possible application. Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

