

EN3587: CRITICAL DISCOURSE ANALYSIS

Effective Term

Semester A 2024/25

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	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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will attend lectures that provide theoretical concepts 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	Students will work on in-class text analyses in groups, individually, and as a class, to stimulate discussion and debate, to exchange personal reflections, and to enrich understanding of texts through the various perspectives offered.	1, 2, 3	
3	Group discussion	Students will have group discussion with guiding questions to ensure their understanding on the relevant key terms and concepts in critical discourse analysis.	1, 2, 3	

Additional Information for LTAs

The third LTA (group discussion) was added according to the program leader's suggestion.

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