

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Discourse Analysis
2	Module Code:	LING21505
3	Credit Points:	20
4	Duration:	Half year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post      Module Code      Module Title

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
5	Option	FT		BA Joint Honours Humanities
5	Option	PT		BA Joint Honours Humanities
5	Option	SW		BA Joint Honours Modern Languages
5	Option	PT		BA Joint Honours Modern Languages
		FT	EURX003	European Exchange (Full year)
		FT	EURX002	European Exchange (Second half year)
		FT	INTX003	International Exchange (Full year)
		FT	INTX002	International Exchange (Second half year)

### 10 Overview and aims

Discourse analysis is the study of naturally-occurring language across extended texts, both spoken and written, that we encounter frequently in our everyday lives. The module begins by exploring the various ways in which we can analyse and interpret speech and writing within their distinctive social contexts, acting alongside other semiotic modes of meaning-making. We examine and critique the various methods which are used to describe discourse of various kinds, and investigate the ways in which language resources are put to use to achieve specific goals, in specific contexts, for specific audiences. As the module develops, a *critical* element is introduced into the

analysis, and students examine a range of institutional discourse types, including the language of the workplace, politics, legal contexts and the media.

This module will provide students with a linguistic toolkit for systematically and empirically analysing spoken and written language across a wide range of social contexts. The module is uniquely placed to foreground and demonstrate the importance of linguistic analysis in the 'real-world'; students will be equipped with the mechanics for language analysis in everyday life, in both personal and professional spheres.

The aims of this module are:

- To provide students with theoretical frameworks and practical skills for the analysis of discourse.
- To engage students in the process of linguistic investigation, including data collection, the nature of linguistic evidence and research methodologies.
- To encourage the application of critical thinking to the study of discourse.
- To foreground the opportunities and benefits of linguistic analysis in the 'real world'.
- To scaffold students' learning for development in third year modules and dissertations in the Discourse pathway.

#### 11 Module content

A typical syllabus will include:

Genre, register and style, conversation analysis, pragmatics, politeness theory, social semiotics, multimodality, corpus approaches to discourse analysis, discourse and identity, critical discourse analysis, discourse and ideology, institutional discourse, political discourse, media discourse, discourse and social media, forensic linguistics, business discourse.

#### 12 Indicative reading

**Baker, P.** (2006). *Using Corpora in Discourse Analysis*. London: Bloomsbury.

**Gee, J. P.** (2014). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.

**Gee, J.P. and Handford, M.** (2012) *The Routledge Handbook of Discourse Analysis*. London: Routledge.

**Hyland, K. and Paltridge, B.** (2013). *Bloomsbury Companion to Discourse Analysis*. London: Bloomsbury.

**Johnstone, B.** (2008). *Discourse Analysis*. London: Blackwell.

**Jones, R.** (2012) *Discourse analysis: a resource book for students*. London: Routledge

**Machin, D. and Mayr, A.** (2012). *How to do Critical Discourse Analysis: A Multimodal Introduction*. London: Sage.

**Paltridge, B.** (2012) *Discourse analysis: An introduction*. London: Continuum.

**Wodak, R. and Meyer, M.** (2016). *Methods of Critical Discourse Studies* (3<sup>rd</sup> edn). London: Sage.

### 13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

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**Knowledge and understanding.** After studying this module you should be able to:

- Recognise the role of linguistic analysis in everyday discourses.
- Apply different linguistic methods and approaches to the analysis of discourse.
- Apply linguistic theory to the context of discourse.
- Demonstrate awareness of use of language and the power of its effects.
- Recognise the significance of linguistic contrasts at several levels.
- Demonstrate theoretical awareness.
- Apply linguistic theory to new contexts.

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**Skills, qualities and attributes.** After studying this module you should be able to:

- Critically, accurately and systematically analyse written and spoken texts.
- Apply linguistic analysis in addressing real-world issues across discourse types.
- Present a sustained and logical argument based on textual analysis.
- Demonstrate respect for linguistic evidence in supporting claims and conclusions.
- Exhibit ability to assemble relevant information under time pressure.
- Demonstrate high levels of written and oral communication skills.
- Compare and evaluate linguistic research, original and published.
- Demonstrate skills in data collection.
- Undertake independent learning.
- Be familiar with web-based research and methods.
- Demonstrate flexibility and adaptability.
- Collaborate and work in teams to produce analyses and results.
- Exercise time management.
- Exercise planning and organisation.

### 14 **Teaching and learning**

*Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module,  
e.g. lectures, seminars

- 2 hour lecture per week
- 1 hour workshop per week

Total contact hours: 36

*Range of other learning methods*

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, seminar preparation, independent research, online tasks facilitated by NOW, project planning, project writing.

Total non-contact hours: 164

## 15 **Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	100%	Project	Comprises a 500-word proposal (worth 20%) and a 2,000-word project (worth 80%). See below for details.

### **Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

Students submit a 500-word project proposal on which they are given written feedback before embarking on the full project. This proposal will count for 20% of the module grade, with the full project carrying 80%. In preparing for both the proposal and the project, students' ideas and plans are discussed in designated lecture and workshop sessions. In addition, the more general weekly workshop tasks and activities are designed specifically for students to develop the knowledge and skills to required in the assessment, and they receive formative feedback from both me and their classmates in this regard and in preparation for the formal assessments.

### **Further information on assessment**

The assessment for the module requires students to design a research question or hypothesis of their choice, survey and review related literature, source and collect the

relevant data, choose and apply appropriate methods, perform a linguistic analysis and provide evidenced conclusions.

About halfway through the module, students submit a 500-word proposal or 'abstract' of their project idea, outlining their research questions, and proposed data and method (worth 20%). I provide comments and feedback on this, which 'feed-forward' to students undertaking the full 2,000-word project (worth 80%).

#### Document management

16	Module Title:	Discourse Analysis	
17	Module Code:	LING21505	
18	Subject (JACS) Code:	Q100	
19	Cost Centre:	138	
20	School:	AAH	
21	Academic Team:	EMC	
22	Campus:	Clifton	
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	January 2017	