

itle of Module: Analysing Discourse

Code: LING10002	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	F Leon Solis		

Summary of Module**Content / subjects studied**

'Discourse' refers to spoken or written texts, ranging from speeches to casual conversations and from text messages to novels. We will look at what links these texts together so that we recognise them as texts and not just collections of disconnected phrases and sentences, and the features of different texts that enable us to recognise them as different genres (e.g. newspaper article vs. advertisement or interview vs. chat). We will examine the structure of conversations to see, for example, how we signal that we want to bring a phone conversation to an end.

This module will be of interest to anyone with an interest in language and how it is used.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
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✓					✓	
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Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
L1. Demonstrating an understanding of the distinguishing features of different genres of spoken and written discourse.
L2. Identify, describe and analyse the features that contribute to cohesion and coherence of texts.
L3. Critically analyse the structure of conversation and other forms of spoken discourse.
L4. Demonstrate knowledge of different approaches to transcribing and analysing discourse.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Demonstrating understanding of key concepts in discourse analysis, genre analysis and conversation analysis.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Analysing the structure and cohesive features of texts from different genres.
Generic Cognitive skills	SCQF Level 10. Selecting, interpreting and synthesising information from relevant and trustworthy printed and electronic sources.
Communication, ICT and Numeracy Skills	SCQF Level 10. Transcribing spoken language using conversation analytic conventions.
Autonomy, Accountability and Working with others	SCQF Level 10. Selecting appropriate texts for analysis.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	N/A
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

The teaching on this module will consist of lectures introducing and exemplifying different approaches to the analysis of different kinds of discourse. These will be supplemented by seminars in which the students' analysis of example texts will be discussed. These analyses will lay the foundation for two more extended projects requiring students to select and analyse examples of written and spoken discourse. Students will be

encouraged to use both the library and virtual resources to develop their autonomy and initiative throughout the course.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Asynchronous Class Activity	40
Independent Study	120
Personal Development Plan	4
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bloomer, A., P. Griffiths and A. J. Merrison. 2005. *Introducing Language in Use*. London: Routledge.

Cameron, D. 2001. *Working with Spoken Discourse*. London: Sage.

Holmes, J. 2008. *An Introduction to Sociolinguistics* (3rd ed.). Harlow: Pearson Education.

Thornbury, S. 2005. *Beyond the Sentence: Introducing Discourse Analysis*. Oxford: Macmillan.

Thornbury, S. and D. Slade. 2006. *Conversation: From Description to Pedagogy*. Cambridge: Cambridge University Press.

Egins, S. and D. Slade. 1997. *Analysing Casual Conversation*. London: Cassell.

Grundy, P. 2000. *Doing Pragmatics* (2nd ed.). London: Hodder Arnold.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

For the purposes of this module, academic engagement equates to the following:
All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	M Mullen
External Examiner	B Matthews
Accreditation Details	
Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)
Class test requiring the analysis of an example of written discourse and an example of spoken discourse (50%)
Course assessment: a project involving the selection and analysis of an example of spoken discourse (25%) a project involving the selection, transcription and analysis of an example of written discourse (25%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	50	2

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓	50	0
Combined Total For All Components					100%	2 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)