

**COURSE DESCRIPTIONS**

<b>Faculty</b>	Arts				
<b>Department</b>	English Language and Translation	<b>NQF level</b>			
<b>Course Title</b>	Discourse Analysis	<b>Code</b>	102482	<b>Prerequisite</b>	
<b>Credit Hours</b>	3CH	<b>Theory</b>	yes	<b>Practical</b>	
<b>Course Leader</b>	Dr. Duaa Talafha	<b>email</b>	d.talafha@jadara.edu.jo		
<b>Lecturers</b>	Dr. Duaa Talafha	<b>emails</b>	d.talafha@jadara.edu.jo		
<b>Lecture time</b>	11:30-1:00	<b>Classroom</b>	C30	<b>Attendance</b>	Fulltime
<b>Semester</b>	First Semster	<b>Production</b>	10-10-2024	<b>Updated</b>	10-10-2024
<b>Type of Teaching</b>	<input type="checkbox"/> Face to Face <input type="checkbox"/> <b>Blended</b> <input type="checkbox"/> Online				

**Short Description**

Text and Discourse Analysis is a practical, user-friendly guide to the issues and methods associated with text and discourse analysis. In this skills-enabling volume, Raphael Salkie looks at a range of cohesive devices. After exploring lexical cohesion, he goes on to more complex cohesive devices such as substitution and the use of reference items. Salkie then concludes by looking at larger patterns in texts and provides a guide for further reading.

**Course Objectives**

- 1- To make students able to link the text to its situational features
- 2- To make students able to write cohesive texts.
- 3- To make students able the track of ideas through the cohesive devices.
- 4- To make students able to use multiple cohesive devices to adorn and make logic out of the discourse.
- 5- To make students able to decode the universality of the discourse to better translate the message.

**Course Intended Learning Outcomes (CILOs)**

**A. Knowledge - Theoretical Understanding**

- a1. Students are able to differentiate between genre, register, field, tenor and mode.
- a2. Students are able to differentiate between coherent and non-coherent texts.

**B. Knowledge - Practical Application**

- a3. Students read for coherence and cohesive discourses.

**C. Skills - Generic Problem Solving and Analytical Skills**

- b1. Students are able to master the use of the cohesive device, nannely, ellipsis, substitution, collocation ...etc.

**D. Skills - Communication, ICT, and Numeracy**

- b2. Students are able to differentiate between all types of cohesive devices.

b3. Students are able to write cohesive discourses
<b>E. Competence: Autonomy, Responsibility, and Context</b>
c1. Students are able to recognize a cohesive, yet non-coherent discourse.
<b>Teaching and Learning Methods</b>
<input type="checkbox"/> Face to Face Lectures <input type="checkbox"/> Brain Storming <input type="checkbox"/> Synchronous remote <input type="checkbox"/> Asynchronous remote <input type="checkbox"/> Using Video <input type="checkbox"/> Discussions <input type="checkbox"/> Research Project <input type="checkbox"/> Case Study <input type="checkbox"/> Field visit <input type="checkbox"/> Problem solving
<b>Assessment Methods</b>
<input type="checkbox"/> Formative Assessment <input type="checkbox"/> Quiz <input type="checkbox"/> Lab Exam <input type="checkbox"/> Homework <input type="checkbox"/> Project Assessment <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam

Course Contents					
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	3CH		Introducing discourse analysis	Unit 1\digital book	Participation/ exercises
2.	3CH		Discourse: concepts and approaches	Unit two\digital book	brainstorming
3.	3CH		Disciplines of discourse analysis	Unit three\digital book	Participation/ exercises
4.	3CH		Areas and Issues in Discourse Analysis	Unit four\digital book	brainstorming
5.	3CH		Methods of Discourse Analysis	Unit five\digital book	brainstorming
6.	3CH		Samples of discourse analysis	Unit six\digital book	brainstorming
7.	3CH		Mid-term exam	exam	brainstorming
8.	3CH		Word repetition and synonyms	Hard book\units 1 and 2	Participation/ exercises
9.	3CH		Superordinate and generals	Hard book\units 3 and 4	Participation/ exercises
10.	3CH		Opposites and related words and a quiz	Handbook\ units 5 and 6	Participation/ exercises
11.	3CH		Substitutes, ellipsis	Hard book\ units 6 and 7	brainstorming
12.	3CH		A mock exam	exam	brainstorming
13.	3CH		Reference words	Unit 8	Participation

					n/ exercises
14.	3CH		End of all presentations	Recovered material	Participatio n/ exercises
15.	3CH		A revision	All material	
16.			Final exams	final	

Infrastructure	
<b>Textbook</b>	<b>Doing Discourse Analysis :An Introduction, 2017</b> by Murni Mahmud
<b>References</b>	<b>A hard book by Salki, Raphael.</b>
<b>Required reading</b>	<b>More exercises on cohesion</b>
<b>Electronic materials</b>	<b>Doing Discourse Analysis :An Introduction, 2017</b> by Murni Mahmud
<b>Other</b>	

Course Assessment Plan						
Assessment Method		Grade	CILOs			
			K1	K2	S1	C1
First (Midterm)		30	10	10	10	
Second (if applicable)						
Final Exam		40	10	10	10	10
Coursework		30				
Coursework assessment methods	Assignments					
	Case study					
	Discussion and interaction		5			
	Group work activities		5			
	Lab tests and assignments					
	Presentations				10	
	Quizzes				10	
<b>Total</b>						

Plagiarism
<p>Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).</p> <p>Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.</p>