Course Specification of Discourse and Corpus Analysis

I.	Course Identification and General Information:	
1	**Course Title:**	Discourse and Corpus Analysis
2	**Course Number & Code:**	LNG 5122

3	**Credit hours:**	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3				3

4	**Study level/ semester at which this course is offered:**	MA Second Semester
5	**Pre –requisite (if any):**	Sociolinguistics and Sociology
6	**Co –requisite (if any):**	Current Issues in General Linguistics & Current Issues in Applied Linguistics
7	**Program (s) in which the course is offered:**	M A Program in Linguistics
8	**Language of teaching the course:**	English
9	**Location of teaching the course:**	Faculty of Languages
10	**Prepared by:**	Dr. Ali Alward
11	**Date of approval:**	

II. Course description:

This course aims to provide students with a solid understanding of the basic concepts of discourse and corpus linguistic analysis. It attempts to enable learners to explore a variety of features of authentic texts using concordance applications

III.	**Intended learning outcomes (ILOs) of the course:**

After completing this course, students will be able to:

a1- demonstrate knowledge and understanding of essential concepts of both the discourse and corpus.

a2- identify various methods and corpus software to analyze authentic corporal data of spoken and/or written discourse according to different research topics.

b1- analyze and evaluate various levels of corpus based discourse analysis (e.g., word frequency, collocation, keyword analysis, etc.).

b2- evaluate a variety of corpus tools to perform searches of spoken and written language data.

c1- apply existing computational tools and quantitative methods for corpus compilation, annotation, and analysis.

c2-conduct mini corpus-based research on different genres of discourse.

d1- develop necessary skills for building their own corpus in order to carry out data analysis.

d2-use the concordancing program to identify and classify the language patterns.

IV.	**Intended learning outcomes (ILOs) of the course:**
(A) Knowledge and Understanding:	
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.	

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		**Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding**	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1-	define the terminology and forms of notation used in linguistic theory.	**a1-**	demonstrate knowledge and understanding of essential concepts of both the discourse and corpus.
A2-	how knowledge and understanding for conducting professional research studies in linguistics.	**a2-**	identify various methods and corpus software to analyze authentic corporal data of spoken and/or written discourse according to different research topics.
Teaching And Assessment Strategies For Achieving Learning			

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Outcomes:		
Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:		
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	**Teaching strategies to be used**	**Strategies of assessment**
After completing this course, students will be able to: **a1-** demonstrate knowledge and understanding of essential concepts of discourse and corpus. a2- identify various methods to analyze authentic corporal data of spoken and/or written discourse according to different research topics.	▪ Interactive Lectures ▪ Seminars ▪ Guided individual reading ▪ Group discussions ▪ debate ▪ Tutorials ▪ presentations and discussions in class	▪ Achievement tests ▪ Assignments ▪ Presentations ▪ Quizzes, ▪ Oral assessment and feedback ▪ Report writing

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills	
Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills	**Course Intended Learning Outcomes (CILOs) of Intellectual Skills**
After completing this program, students will be able to:	After completing this course, students will be able to:
B2- critically, evaluate linguistic research and identify problematic areas in language;	b1- analyze and evaluate various levels of corpus based discourse analysis (e.g., word frequency, collocation, keyword analysis, etc.).
B5- differentiate various research methods, and decide on research topics in linguistics.	b2- evaluate a variety of corpus tools to perform searches of spoken and written language data.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	**Teaching strategies to be used**	**Strategies of assessment**

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(CILOs) in Intellectual Skills.			
After completing this course, students will be able to:		▪ Interactive Lectures ▪ Seminars ▪ Guided Individual Reading ▪ Group Discussions ▪ Debate ▪ Tutorials ▪ Presentations and Discussions in Class	▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/practical lab ▪ sessions
b1-	analyze and evaluate various levels of corpus based discourse analysis (e.g., word frequency, collocation, keyword analysis, etc.).		
b2-	use a variety of corpus tools to perform searches of spoken and written language data.		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		**After completing this course, students will be able to:**	
C4-	apply fundamental techniques for the analysis of data, including the use of statistical and qualitative corpus and textual analytic techniques;	**c1-**	apply existing computational tools and quantitative methods for corpus compilation, annotation, and analysis.
C6-	undertake high-quality research tasks following academic professional standards with minimum guidance.	**c2-**	conduct mini corpus-based research on different genres of discourse studies.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Interactive Lectures ▪ Seminars ▪ Guided Individual Reading ▪ Group Discussions ▪ Debate ▪ Tutorials ▪ Presentations and	▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes, ▪ Oral assessment and feed back ▪ Report writing/ projects/ ▪ Practical lab sessions
c1.	apply existing computational tools and quantitative methods for corpus compilation, annotation, and analysis.		
c2.	conduct mini corpus-based research		

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on different genres of discourse studies.	Discussions in Class	▪ Coursework activities

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills	
Program Intended Learning Outcomes (PILOs) in General / Transferable skills	**Course Intended Learning Outcomes (CILOs) in General / Transferable skills**
After completing this program, students will be able to:	After completing this course, students will be able to:
D4- employ effective skills in research capability, creative thinking and interpersonal relationship skills;	**d1-** develop necessary skills for building their own corpus in order to carry out data analysis.
D5- employ problem-solving strategies to tackle problems and overcome challenges.	**d2-** use the concordancing program to identify and classify the language patterns.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:		
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	**Teaching strategies to be used**	**Strategies of assessment**
After completing this course, students will be able to:	▪ Interactive Lectures ▪ Seminars ▪ Guided Individual ▪ Tutorials ▪ Presentations and Discussions in Class	▪ Written assignments ▪ Quizzes ▪ Coursework activities ▪ Oral assessment and open ▪ Presentations ▪ Team work ▪ Report writing /project ▪ Focus groups ▪ Interviews ▪ Authentic assessment
d1- develop necessary skills for building their own corpus in order to carry out data analysis.		
d2 use the concordancing program to identify and classify the language patterns.		

V.	**Course Content:**

1 – Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction to Discourse and Discourse Analysis	a1, a2, b1,b2, c1,c2, d1,d2	- **Definition of Discourse** - Historical Background: Origin and Development of Discourse - Features of Discourse - Types and Categories of Discourse - **Definition of Discourse Analysis** - Relationship between Language and Context - Different Views of Discourse Analysis - Discourse as the Social Construction of Reality - Discourse and Socially Situated Identities - Discourse and Performance - Discourse and Intertextuality	Week 1& 2	٦
2	Discourse and Society	a1,a2, b1,b2, c1,c2, d1,d2	- Discourse communities - Discourse and gender - Discourse and identity - Discourse and ideology	Week 3	٣
٣	Discourse and Genre Sentence & word segmentation	a1,a2, b1,b2, c1,c2, d1,d2	- What is a genre? - Defining genre - The Sydney School of genre analysis - Genre analysis and English for specific purposes - Rhetorical genre studies - Choice and constraint in the use of spoken and written genres - Interactional rhetorical	Week 4 & 5	٦

			- resources - Steps in genre analysis - The social and cultural context of genres - A context analysis of theses and dissertations - Applications of genre analysis -		
٤	Discourse and Conversation	a1,a2, b1,b2, c1,c2, d1,d2	- Background to conversation analysis - Issues in conversation analysis - Transcribing and coding conversation analysis data - Transcription conventions - Sequence and structure in conversation - Opening conversations - Closing conversations - Turn taking - Adjacency pairs - Adjacency pairs across cultures - Adjacency pairs and stage of the conversation - Insertion sequences -	Week 6 & 7	٦
٥	Discourse and Grammar	a1,a2, b1,b2, c1,c2, d1,d2	- The Basic Sentence - The Word - Lexical categories - Incorporation - The Clause - Arguments - Core and oblique - Word order in the clause - Beyond the Nuclear Clause - Coherence - Interaction	Week 8	٣
٦	Introduction to Corpus	a1,a2, b1,b2, c1,c2, d1,d2	- Definition of corpus and corpus linguistics - Historical background of Corpus Linguistics: Origin and Development of corpus - Best Known Corpora - The scope of corpus linguistics - Why Use Corpora? - New insights into language	Week 9 & 10	٣

			- Types of corpora (sample, monitor, general, spoken, written, learner, translation, parallel, comparable, etc). - Sample Corpora - Monitor Corpora - General Corpora		
٧	Corpus Creation	a1,a2, b1,b2, c1,c2, d1,d2	- Building a corpus: what are the key considerations? - Building a spoken corpus: what are the basics? - Building a written corpus: what are the basics? - Building small specialized corpora	Week 11	٦
٨	Analyzing a Corpus	a1,a2, b1,b2, c1,c2, d1,d2	- Accessing corpora - Analyzing a corpus: Basics of analyzing a corpus? - Quantitative vs. qualitative analysis - What can corpus software do? - How can a corpus be used to explore patterns? - What are concordances and how are they used? - What can corpus software reveal about language development?	Week 12	٣
٩	Using a corpus for language research	a1,a2, b1,b2, c1,c2, d1,d2	- Use of corpora in Language studies - What can a corpus tell us about lexis? - What can a corpus tell us about multi-word units? - What can a corpus tell us about grammar? - What can a corpus tell us about specialist genres? - What can a corpus tell us	Week 13	٣

			- about discourse? - What can a corpus tell us about pragmatics?		
١٠	Corpus Statistics	a1,a2, b1,b2, c1,c2, d1,d2	- Distributional Data from Corpora Frequencies of Occurrence of linguistic elements - Frequencies of Co-occurrence - Dunning (1993) Corpus test Wizard - Social Science Statistics	Week 14	٣
Number of Weeks /and Units Per Semester				**14**	**4 2**

VI. Training Aspect:

N o	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
Number of Weeks /and Units Per Semester				

VII. Teaching strategies of the Course:

- Interactive lectures
- Problem based learning
- Group Discussion
- Presentation
- Brainstorming
- Tutorials

VIII. Assessment Strategies:

Quizzes, Tests, One Small-Scale Paper, and Presentations

I.   Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Assigned term paper topics for students	**6**	10	a1,a2, b1,b2, c1,c2,

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	within discourse and corpus areas.			d1,d2
2	Term Paper collections	12	-	-
3	Presentations	14 &15	5	a1,a2, b1,b2, c1,c2, d1,d2
Total			**15**	

IX. Schedule of Assessment Tasks for Students During the Semester:					
No.	**Assessment Method**	**Week Due**	**Mark**	**Proportion of Final Assessment**	**Aligned Course Learning Outcomes (CILOs symbols)**
1	**Ongoing assessments(based on in-class participation- regularity- punctuality- language use)**	**Throughout the semester**	**10**	10%	a1,a2, b1,b2, c1,c2, d1,d2
2	**Home assignments**	**3-6-9-12**	**10**	10%	a1,a2, b1,b2, c1,c2, d1,d2
3	**Mid-Semester Test**	**8**	**15**	15%	a1,a2, b1,b2, c1,c2, d1,d2
4	**Presentations**	**14 &15**	**5**	5%	a1,a2, b1,b2, c1,c2, d1,d2
5	**Final Exam**	**16**	**60**	60%	a1,a2, b1,b2, c1,c2, d1,d2
Total			**100**	**100%**	

X. Learning Resource (MLA style or APA style)s:	
1- **Required Textbook(s) (maximum two)**	
	1. Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural Publishing. 2. Traxler, M. J. (2011). *Introduction to psycholinguistics: Understanding language science*.
3. **Recommended Readings and Reference Materials**	
	1. Materials on Psycholinguistics (https://www.nou.edu.ng/sites/default/files/2017-

	03/ENG%20491.pdf). 2. Carroll, D. W. (2004). *Psychology of language* (4th ed.). Belmont, CA: Wadsworth/Thomson.
4-	**Essential References** -Steinberg, Danny D., Hiroshi Nagata and David P. Aline (2001, 2nd ed.) *Psycholinguistics:* Language, Mind and World, Harlow: Longman
5-	**Electronic Materials and Web Sites *etc*.**
	http://www.sciencedaily.com/articles/p/psycholinguistics.htm.
6-	**Other Learning Material:**
	1. Scovel, Thomas. (2004). *Psycholinguistics*. Oxford: Oxford University Press. 2. Wen, Zhisheng. (2012). Working memory and second language learning. *International Journal of Applied Linguistics, 22*: 1-22. 3. Cowles, H.W. (2010) *Psycholinguistics 101*. New York: Springer Publishing

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	**Class Attendance:** Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	**Tardiness:** A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	**Assignments & Projects:** Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	**Cheating:** Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	**Forgery and Impersonation:** Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	**Other policies:** The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	ملاحظات
١	**د/ عباس مطهر**	نائب العميد للدراسات العليا	
٢	**أ.م.د/ أحمد مجاهد**	نائب عميد مركز التطوير وضمان الجودة	
٣	**أ.د/ إبراهيم المطاع**	نائب رئيس الجامعة للشئون الأكاديمية	

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Course Plan of Discourse and Corpus Analysis

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

I. Course Identification and General Information:

1	Course Title:	Discourse and Corpus Analysis				
2	Course Number & Code:	LNG 5122				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3				3
4	Study level/ semester at which this course is offered:	MA Second Semester				
5	Pre –requisite (if any):	Sociolinguistics and Sociology				
6	Co –requisite (if any):	Current Issues in General Linguistics & Current Issues in Applied Linguistics				
7	Program (s) in which the course is offered:	M A Program in Linguistics				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Dr. Ali Alward				
11	Date of approval:					

III. Course Description:

This course aims to provide students with a solid understanding of the basic concepts

of discourse and corpus linguistic analysis. It attempts to enable learners to explore a variety of features of authentic texts using concordance applications.

IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

a1- demonstrate knowledge and understanding of essential concepts of both the discourse and corpus.

a2- identify various methods and corpus software to analyze authentic corporal data of spoken and/or written discourse according to different research topics.

b1- analyze and evaluate various levels of corpus based discourse analysis (e.g., word frequency, collocation, keyword analysis, etc.).

b2- evaluate a variety of corpus tools to perform searches of spoken and written language data.

c1- apply existing computational tools and quantitative methods for corpus compilation, annotation, and analysis.

c2-conduct mini corpus-based research on different genres of discourse studies.

d1- develop necessary skills for building their own corpus in order to carry out data analysis.

d2-use the concordancing program to identify and classify the language patterns.

No	Topic List / Units	Sub-topic List	Number of weeks	Contact hours
A-Theoretical Aspects				
1	Introduction to Discourse and Discourse Analysis	- **Definition of Discourse** - Historical Background: Origin and Development of Discourse - Features of Discourse - Types and Categories of Discourse	**Week 1**	٣
٢	Introduction to Discourse and Discourse Analysis (Cont..)	- **Definition of Discourse Analysis** - Relationship between Language and Context - Different Views of Discourse Analysis - Discourse as the social construction of reality - Discourse and socially situated identities	**Week 2**	٣

		- Discourse and performance - Discourse and intertextuality		
٣	Discourse and Society	- Discourse communities - Discourse and gender - Discourse and identity - Discourse and ideology	**Week 3**	٣
4	Discourse and Genre Sentence & word segmentation	- What is a genre? - Defining genre - The Sydney School of genre analysis - Genre analysis and English for specific purposes - Rhetorical genre studies - Choice and constraint in the use of spoken and written genres	**Week 4**	٣
٥	Discourse and Genre Sentence & word segmentation (Cont…)	- Interactional rhetorical resources - Steps in genre analysis - The social and cultural context of genres - A context analysis of theses and dissertations - Applications of genre analysis	**Week 5**	٣
٦	Discourse and Conversation	- Background to conversation analysis - Issues in conversation analysis - Transcribing and coding conversation analysis data - Transcription conventions - Sequence and structure in conversation - Opening conversations - Closing conversations	**Week 6**	٣

٧	Discourse and Conversation (Cont…)	- Turn taking - Adjacency pairs - Adjacency pairs across cultures - Adjacency pairs and stage of the conversation - Insertion sequences	**Week 7**	٣
٨	**Mid-Term Exam**		**Week 8**	٣
٩	Discourse and Grammar	- The Basic Sentence - The Word - Lexical categories - Incorporation - The Clause - Arguments - Core and oblique - Word order in the clause - Beyond the Nuclear Clause - Coherence - Interaction	**Week 9**	٣
١٠	Introduction to Corpus	- Definition of corpus and corpus linguistics - Historical background of Corpus Linguistics: Origin and Development of corpus - Best Known Corpora - The scope of corpus linguistics - Why Use Corpora?	**Week 10**	٣
١١	Introduction to Corpus (Cont..)	- New insights into language - Types of corpora (sample, monitor, general, spoken, written, learner, translation, parallel, comparable, etc). - Sample Corpora - Monitor Corpora - General Corpora	**Week11**	٣
١٢	Corpus Creation	- Building a corpus: what are the key	**Week 12**	٣

		- considerations? - Building a spoken corpus: what are the basics? - Building a written corpus: what are the basics? - Building small specialized corpora		
١٣	Analyzing a Corpus	- Accessing corpora - Analyzing a corpus: Basics of analyzing a corpus? - Quantitative vs. qualitative analysis - What can corpus software do? - How can a corpus be used to explore patterns? - What are concordances and how are they used? - What can corpus software reveal about language development?	**Week 13**	٣
١٤	Using a corpus for language research	- Use of corpora in Language studies - What can a corpus tell us about lexis? - What can a corpus tell us about multi-word units? - What can a corpus tell us about grammar? - What can a corpus tell us about specialist genres? - What can a corpus tell us about discourse? - What can a corpus tell	**Week 14**	٣

		us about pragmatics?		
١٥	Corpus Statistics	- Distributional Data from Corpora Frequencies of Occurrence of linguistic elements - Frequencies of Co-occurrence - Dunning (1993) Corpus test Wizard - Social Science Statistics	**Week 15**	٣
١٦	**Final Exam**		**Week 16**	٣
Number of Weeks and Contact Hours			**16**	٤٨

B. Training Aspects:

No	Training Tasks	Number of weeks	Contact hours
1			
2			

VI. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	
1	Assigned term paper topics for students of their interest within discourse and corpus analysis.	**6**	10	
2	Term Paper collections	12	-	
3	Presentations of the assigned topic	14&15	5	
	Total		**15**	

II. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	
1	**Ongoing assessments(based on in-class participation- regularity- punctuality- language use)**	**Throughout the semester**	**10**	10%	
2	**Home assignments**	**3-6-9-12**	**10**	10%	
3	**Mid-Semester Test**	**8**	**15**	15%	
4	**Presentations**	**14&15**	**5**	5%	
5	**Final Exam**	**16**	**60**	60%	
	Total		**100**	**100%**	

XI. Learning Resource (MLA style or APA style)s:
2- Required Textbook(s) (maximum two)
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2	**Tardiness:**

	A student will be considered late if he/she is not in class after 10 minutes of the start time of class.	
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.	
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6	**Forgery and Impersonation:** Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply**.**	
7	**Other policies:** The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.	