

Course Description

MEDD8898 Exploring Written Discourse in Education

Course description	
<p>This course is for students interested in written discourse in the academic or professional world. Insights drawn from the disciplinary areas of genre studies, discourse analysis, and corpus linguistics will provide the theoretical and methodological foundation for the course. Theories and analytical perspectives offered by these fields of studies will be examined through studying and discussing weekly reading assignments (book chapters and academic journal articles). Topics to be covered in the course will include understanding and investigating intertextuality, interrelatedness of genres, hybridity and interdiscursivity, rhetorical move analysis, corpus methods, and ethnographic perspectives. The students are expected to create a learning community where they engage in hands-on analysis of written texts, group presentations, sharing on Moodle, give and receive feedback, and learn from each other in a supportive environment. The course will be useful for students who are interested in developing new perspectives on literacy education in pre-tertiary school contexts, or researching written discourse in the educational or professional world, or teaching academic literacy at the tertiary level.</p>	
<p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>	
Course objectives	
<ol style="list-style-type: none"> 1. To introduce key theoretical and methodological insights from the disciplinary areas of genre studies, discourse analysis, and corpus linguistics with the help of recent academic literature 2. To introduce varied traditions of genre studies 3. To demonstrate how to build a corpus of English or Chinese texts and how to use basic functions of corpus analysis tools for teaching and research purposes 4. To develop students' critical language awareness 5. To facilitate students' ability to integrate different analytical perspectives in understanding written discourse in educational and professional contexts 	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Demonstrate and communicate about upto- date knowledge concerning using and analysing written discourse in the broader context of research in education	PLOs 1-5
2. Apply knowledge and skills to understand, critically evaluate and/or conduct educational research that taps into the potential of written discourse	PLOs 1-5
3. Engage in inquiry-based and evidence-informed practice in response to challenges and novel situations, as a result of learning how to use and analyse written discourse	PLOs 1-5
4. Reflect on and advocate important educational values such as social justice, equity and fairness in their own cultural and educational contexts, in particular as a result of taking on a critical perspective upon discourses in social contexts as facilitated in the course	PLOs 1-5
5. Strengthen personal and professional ethics by engaging with a range of high-quality published research and collaborating with one's peers in the learning community of the class	PLOs 1-5
Course assessment methods	
<ul style="list-style-type: none"> • Participation in class (incl. group presentation) and in the Moodle Forums • An encyclopaedia entry • Text analysis 	

Course content and topics
<p>Discourse</p> <p>Understanding intertextuality; pedagogical applications and research</p> <p>Investigating intertextuality in educational & professional contexts</p> <p>Genre; genre set; genre system; interrelatedness of genres</p> <p>Hybridity; genre mixing; interdiscursivity</p> <p>Rhetorical move analysis (1); corpus methods (1)</p> <p>Rhetorical move analysis (2); corpus methods (2); critical analysis (1)</p> <p>Critical analysis (2)</p>
Required / recommended readings and online materials
<p>Please refer to the Moodle system of the course</p>
Other additional course information
<p>Nil</p>