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| **Al-Farabi Kazakh National University**  **Syllabus**  **(5В011900 – Foreign Language: two foreign languages)**  **2018-2019 year spring semester** | | | | | | | | | | | | |
| **Code** | | **Course title** | **Type** | **Volume of the course** | | | | | **Credit number** | | | **ECTS** |
| **Lectures** | **Practical** | | **Lab** | |
|  | | Methods of analysis of a literary text | Seminar | 0 | 3 | |  | | 3 | | | 5 |
| **Course prerequisites** | | English language skills at B2 level according to CEFR | | | | | | | | | | |
| **Responsible instructor** | | Rakymbayev Ayat | | | | **Office hours** | | | | According to time table | | |
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| **Telephone number** | | +77052255554  +77012255554 | | | | **Room** | | | | 305 | | |
| **Abstract** | | This course provides students with a necessary knowledge and skills of text analysis (discourse/register/genre analysis). The course consists of lectures, seminars and workshops in the following areas: study of discourse/register/genre theory; an examination of text analysis tools based on discourse/ register/genre theory; discussion of strategies for reading and writing based on functional grammar and discourse/register/genre theory; modern computer- and corpus-based text analysis tools. | | | | | | | | | | |
| **Goals and objectives of the course in terms of**  **competences and skills** | | **The aim of the course:** The following course sketches a methodology for detailed text-analysis, with particular emphasis on how to approach a text in the scientific-technical field. The course will concentrate on the fundamental analysis traditions (grounded theory, classic content analysis, and semantic, pragmatic and semiotic analyses) and modern text analysis tools (computer and corpus based analyses).  **Objectives of the course:** During the course the students should be able to:  •identify text types, and choose the relevant methods of analysis;  •move to principles of text organization (from the macro-to the micro-level) and to textual functions associated with clause- and sentence. | | | | | | | | | | |
| **Learning outcomes and assessment** | | * Students are able to recognize the type (scientific technical text in particular), composition principles, and textual functions of the text and select a respective analysis method. * Students are able to analyze text units that determine text meaning at various levels (words, collocations, sentences, paragraphs, etc.) * Students are able to compare and contrast functional styles of the source and target texts. * Students are able to develop a text analysis research project on a selected topic. | | | | | | | | | | |
| **Recommended literature** | | 1.Adolphs, S. (2006) Introducing Electronic Text Analysis: A Practical Guide for Language and Literary Studies. Routledge, UK  2.Albrecht, L. (2005). Textual Analysis and the Production of Text. Samfundslitteratur.  3.Beaugrande, R.D., Dressler, W. U. (2001) Language Typology and Language Universals: An International Handbook, Volume 1. New York.  4.Bhatia, V. K. (1993) Analyzing Genre: Language Use in Professional Settings (Applied Linguistics and Language Study), Addison Wesley Publishing Company  5.Blommaert, J. (2005). Discourse. Cambridge: Cambridge University Press.  6.Brown, G., and George Yule (2000). Discourse Analysis. Cambridge: Cambridge University Press.  7.Dr. Chakraborty, G., Pagolu, M., Garla S. (2014) Text Mining and Analysis: Practical Methods, Examples, and Case Studies Using SAS. SAS Institute.  8.Helder, B., (2011) Textual Analysis: An Approach to Analysing Professional Texts. Samfundslitteratur.  9.Hoey, M. (2007) Text, Discourse and Corpora: Theory and Analysis. A&C Black.  10.Nord, C. (2005) Text Analysis in Translation: Theory, Methodology, and Didactic Applicationof a Model for Translation-oriented Text Analysis. Rodopi. | | | | | | | | | | |
| **Course organization** | | During the course students have to write various essays, reports, summaries, as well as develop research project on the topics covered. Each student will select a complete text (6000 – 8000 words) to analyze for the duration of the semester. | | | | | | | | | | |
| **Academic integrity** | | The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). Penalties may range from failing an individual paper to failing the course. This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. | | | | | | | | | | |
| **Grading Policy** | | **Individual work description** | | | | | **Percentage** | **Learning outcomes** | | | | |
| Home assignment  Project work  Individual and team work  Examination  Total | | | | | 35%  10%  15%  40%  100% |  | | | | |
| Final grading will be counted by the following formula:  Minimal grading system:  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | | |
| **Course Policy** | | **Attendance.** Because each class period consists of a mixture of class discussion, group work and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class starts promptly. Each student is allowed three absences, no questions asked. Save it for when you really need it. No excused absences or makeup work will be given, except in the case of previously documented university activity (such as participation in sports) or religious activity, of which you must notify me at least two weeks in advance.  **Punctuality.** Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will affect your participation grade in the course. Attendance will be taken by your completion of that day's in-class writing assignment. If you arrive after the 10 minutes allotted for the writing, you will be counted tardy, and it is your responsibility to inform me, after class, of your arrival, in order to receive credit for that day.  **Class Participation.** Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your daily written responses, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make with specific passages from the text we are studying. Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment. If you sleep during class or participate in non-class-related activities, I will count you tardy or absent for that day depending on the length of your engagement in those activities. | | | | | | | | | | |
| **Course outline** | | | | | | | | | | | | |
| **Weeks** | **Theme** | | | | | **Hours** | | | | | **Points** | |
| **1** | The approaches to text analysis. Text typologies as a didactic instrument. | | | | | **3** | | | | | **10** | |
| **2** | The approaches to text analysis. Text typologies as a didactic instrument. | | | | | **3** | | | | | **10** | |
| **3** | Text functions. Informative, expressive and vocative texts. Intra-textual and extra-textual features. | | | | | **3** | | | | | **10** | |
| **4** | Text stylistics. Cohesion and coherence. | | | | | **3** | | | | | **10** | |
| **5** | Hierarchical text structure. Strong positions. Word, sentence, paragraph. | | | | | **3** | | | | | **10** | |
| **6** | Hybrid texts. The problem of hibridity. | | | | | **3** | | | | | **10** | |
| **7** | Methods of text analysis. Functions of analysis.  RC 1 | | | | | **3** | | | | | **10** | |
| **8** | Discourse and register analysis  Midterm exam | | | | | **3** | | | | | **10** | |
| **9** | Pragmatic approach. Context and translation. | | | | | **3** | | | | | **10** | |
| **10** | The various levels or dimensions of discourse. | | | | | **3** | | | | | **10** | |
| **11** | Genre and related textual values. Genre in translation. | | | | | **3** | | | | | **10** | |
| **12** | Multidimensional nature of scientific technical texts. | | | | | **3** | | | | | **10** | |
| **13** | Scientific text organization. Research vocabulary. Academic discourse. | | | | | **3** | | | | | **10** | |
| **14** | Types of technical texts. Terminology. Lexical fields. | | | | | **3** | | | | | **10** | |
| **15** | Textual analysis in translation studies. Methods of translation analysis.  RC2 | | | | | **3** | | | | | **10** | |

Dean of the faculty O.Abdimanuli

Methodical supervisor L.Alymtaeva

Head of the chair G.Madieva

Lecturer A.Rakymbayev