

Syllabus

1	Course title	Identity & Discourse with the Other
2	Course number	2205743
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	PhD in Language, Culture & Communication
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	PhD
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	PhD
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> face-to-face
16	Electronic platform(s)	<input type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	December 2023

18 Course Coordinator:

Name:

Office number:

Phone number: 06535500

Email:

Office Hours:

19 Course Description:

This course is aimed at analyzing and investigating the formation of identity at the personal, societal and cultural levels triggered by the contact between the Self and the Other. It introduces students to the different dimensions of (Hegemony, Hierarchy) applicable to relationships of oppositions such as (Man/Woman, Hierarchical System/Society, Colonizer/Colonized, White/Black, Subject/Object, Self/Other, and difference/diversity). The course provides first a historical overview of chosen intellectual and political moments of certain countries which have affected either negative or positive change, starting the Renaissance. Students will then identify and trace the moments of colonial relations which will allow the location of diverse postcolonial/postmodern synergy through the theoretical studies of knowledge, power and being. The course will also examine ways in which language can be actively varied by speakers according to social contexts, to express deference, solidarity, and identity. More specifically, the course will analyse ways in which gender is communicated and marked in language. How do people express identity through language? How is powerlessness revealed in talk? Is language inherently sexist? There are a number of different approaches to the analysis of discourse, such as Discourse Analysis, Conversation Analysis, Critical Discourse Analysis, Analysis of Institutional Talk, Interactional Sociolinguistics. A major focus of the course will be to critically examine some of these different approaches to the analysis of discourse, with respect to the issues of gender and identity.

20 Course aims and outcomes:

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A- Aims: (PLOs)

Upon successful completion of the Master's Program in Language, Culture and Communication, students should be able to:

- 1) Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity.
- 2) Explain and argue for some of the different approaches to the analysis of discourse, including Discourse Analysis, Conversation Analysis, Critical Discourse Analysis, Analysis of Institutional Talk, Interactional Sociolinguistics.
- 3) Understand the different ways in which language can be analysed in terms of power, solidarity, identity, gender.
- 4) Think about, write and present an argument related to the analysis of discourse.
- 5) Foster multicultural understanding as manifested in the awareness of and respect for points of view deriving from other national, social, or cultural backgrounds.
- 6) Conduct independent research in the field of Language, Power and Identity.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

	Course Learning Outcomes (CLOs)	Program Outcomes								Assessment Tools									
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10
1	Define and show knowledge and understanding of key (socio)linguistic terminology as well as its application to analytical	x		x		x		x		x	x	x						x	

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	discourses on identity.																	
2	Identify how Discourses relate to identities	x	x								x		x					x
3	Show knowledge of and ability to critically assess modern theoretical models of identity constructs as well as their application to historical research.	x				x	x		x			x			x	x	x	x
4	Discuss some research findings on teachers' discourses and identities;	x			x	x			x		x	x	x					x
5	Define critical discourse analysis as a theory and research method;	x											x					x
6	Consider ways to study their own discourses and identities	x	x	x										x				x
7	Engage in critical identity work.	x					x	x			x	x	x					

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

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Week	Topic	Course Learning Outcomes	Teaching Methods*/ platform	Evaluation Methods**	References
1	Theorizing Discourse and Identity	1, 2, 3, 4	Discussion	In-class tasks	Main textbook
2	Conversational Identities	1, 2, 3, 5	Discussion	In-class tasks, assignment	Main textbook
3	Institutional Identities	1, 2, 3, 6	Discussion	In-class tasks, presentation	Main textbook
4	Narrative Identities	1, 2, 3, 4, 5	Discussion	In-class tasks	Main textbook
5	Commodified Identities	1, 2, 8	Discussion	In-class tasks, quiz	Main textbook
6	Spatial Identities	1,2, 3, 4	Discussion	In-class tasks	Main textbook
7	Virtual Identities	1, 2, 3			Main textbook
8	Workplace narratives, professional identity and relational practice	1, 2, 3, 5, 7	Discussion	In-class tasks	Main textbook
9	Midterm exam	1, 2, 3, 4, 5, 6, 7	Discussion	In-class tasks	Main textbook
10	The discursive construction of teacher identities in a research interview	1,2,3, 4	Discussion	In-class tasks	Main textbook
11	Group identity, narrative and self-representations	1, 2, 3, 4, 6	Discussion	In-class tasks	Main textbook
12	Performing self, family and community in Moroccan narratives of migration and	1, 2, 3, 5	Discussion	In-class tasks	Main textbook

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	settlement				
13	Making it personal: shared meanings in the narratives of Holocaust survivors	1, 2, 3, 5	Discussion	In-class tasks, term paper, project	Main textbook

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14	Footing, positioning, voice	1, 2, 3, 5	Discussion	In-class tasks	Main textbook	
15	Revision	1-7	Discussion	In-class tasks	Main textbook	

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Assignments	5	Conversational Identities	1, 2, 3, 4, 5	1-15	Microsoft Team+ E-Learning
Presentation\critical appraisal of a paper	5	The formation of identity at the personal, societal and cultural levels triggered by the contact between the Self and the Other	1, 2, 3, 4, 5, 6	9	
Term paper	20	he formation of identity at the personal, societal and cultural levels triggered by the contact between the Self and the Other	1-7	14	
Midterm Exam	30	Up to week 8	1-6	7	On campus

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Final Exam	40	All topics	1-7	16	On campus
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24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

E- Grading policy:

As explained above.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Discourse and Identity. (2006). United States: Cambridge University Press.

Benwell, B., Stokoe, E. (2006). Discourse and Identity. United Kingdom: Edinburgh University Press.

B- Additional information:

Analysing Identities in Discourse. (2008). Netherlands: John Benjamins Publishing Company.

Alkooheji, L., Sinha, C. (2017). Discourse and Identity Formation: Parliamentary Debates in Bahrain. Netherlands: John Benjamins Publishing Company.

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the students are not explained clearly.	There are some explanations provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye	

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		skills, e.g., eye contact, clear language, engagement with the audience, pronunciation, etc.	language, engagement with the audience, pronunciation, etc.	contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Rubric for Term-paper

The following are **grade descriptors** which are designed to help you understand how your mark was arrived at:

20	An outstanding paper showing a complete overall grasp of the major issues and their implications, and a clear grasp of relevant standard critical approaches to the subject. Evidence of capacity to think independently and to formulate own criteria and judgements. Argument very clearly structured and confidently supported by appropriate evidence derived from primary and secondary sources. Presentation is
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	<p>excellent; sources are thoroughly cited. Exceptional essay that could not be bettered at this level.</p>
19-18	<p>An excellent paper showing considerable understanding of the major issues and a capacity to use standard critical approaches appropriate to the subject. Evidence of developing confidence in formulating independent ideas, criteria and judgements. Argument cogent and clearly supported by appropriate evidence drawn from mainly secondary (possibly some primary) sources, which are thoroughly cited. Presentation is excellent. Ambitious essay, unusually perceptive at this level.</p>
17-16	<p>A very good, well-focused paper demonstrating a very good level of understanding of the major issues under discussion and reasonable confidence in handling standard approaches to the subject. Some evidence of capacity for independent thought in developing an argument that draws on secondary sources to put forward an analysis that is generally sound, although there may be occasional lack of clarity or organisation. Presentation is generally very good and sources are well documented</p>
15	<p>A good, competent paper in all or most areas, or showing moderate competence in some areas but excellence in others. Able to summarise and interpret primary (and some secondary) material in a way that demonstrates awareness of major issues and some capacity for critical evaluation. Less ambitious in scope than First Class, but still aiming to achieve a good level of analysis. At the lower end of the scale, there may be some shortcomings, but major errors are avoided. Presentation generally competent; sources adequately documented.</p>
14	<p>Essay fair and reasonably competent in all or most areas, or uneven paper showing strength in some areas but weakness in others. Fairly competent knowledge or understanding of the material studied, but characterised by one or more of the following: lack of critical analysis; lack of considered thought; argument not always well-structured or relevant; some gaps in planning and use of evidence; lacks the</p>

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	comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Some awareness of critical debates but may be too descriptive or generalised; would benefit from sharper focus and more reflection; presentation is fair, sources documented, but perhaps with some inconsistency/gaps.
13	Adequate paper in all or most areas, tending to be descriptive with uncritical coverage of debates and issues, but with some basic (or minimal, at the lower end of the scale) relevant information and understanding. Some evidence of reading and attempt to address question or topic, but with substantial omissions or irrelevant material. Skills of planning, structuring and presentation relatively weak; barely adequate understanding of concepts, barely adequate use of reading and sources with poor referencing.
12-9.5	Unsatisfactory paper showing minimal achievement but containing some elementary relevant information. Reliant on a minimal range of reading and poor attention to detail. May be repetitive consisting of a string of weak statements/opinions which may not relate to each other. Assertions without supporting evidence; minimal reflection, poor planning and presentation; sources very inadequately cited.
9-7	Poor paper, inadequate in almost all areas, displaying little knowledge or understanding. Insufficient evidence that the candidate has adequately benefited from the material studied. Poorly organised and confused argument; little or no evidence of analysis, planning or presentation skills; sources not cited or very inadequately cited.

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6-3	Very poor paper in which there is no evidence of understanding or knowledge of the material studied; inability to construct an argument; lack of planning or presentation skills; significant elements of irrelevance or error; no sources or sources not cited.
2-0	Extremely poor and incoherent essay; irrelevant and error-strewn; no sources.

Assignment Score _____

Name of Course Coordinator:.....Signature:.....Date: \12\2023

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department:.....Signature:

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean:.....Signature: