

Course Syllabus of *Systemic Functional Linguistics*

Course Information					
Course Code	EN439	* Credit Hours	32	* Credits	2
* Course Name	Systemic functional linguistics				
(Course Type)	Compulsory for linguistics majors				
Target Audience	Undergraduates in Linguistics				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite					
Instructor	Yang Bingjun	(Course Webpage)			
* Description	“ ”				
* Description	<p>Systemic Functional Linguistics is a course which provides a balance between theory and practice, and it is helpful for students in linguistics to broaden their academic horizons on the one hand, and to cultivate the capability of analyzing spoken discourses and written texts on the other hand.</p> <p>Contents of the course include the history of systemic functional linguistics, M.A.K. Halliday (the founder of Systemic Functional Grammar) and the relation to China and the Chinese language, metafunctions, methods of discourse (text) analysis, ideational metaphor and interpersonal metaphor, and so on.</p> <p>Two purposes shall be attained. First, students are expected to grasp the basic methods of discourse (text) analysis. Second, students will be trained to build up a strong sense of theory after obtaining a systematic understanding of language (with systemic functional linguistics as example).</p>				

Course Syllabus

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(Learning Outcomes)

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1. To know the relationship between linguistic theory and discursive practice
 2. To know the developmental history and the current status of systemic functional linguistics
 3. To know about M.A.K. Halliday (the founder of Systemic Functional Grammar) and the relation of SFL to China and the Chinese language
 4. Through specific methods, students may grasp the core thoughts of SFL which include system, stratification, probability and metafunctions
 5. Students may be able to analyze discourse (text) by means of metafunctions.
 6. Through real text, students may be able to use the basic methods for discourse (text) analysis
 7. Students may grasp the knowledge of ideational metaphor and interpersonal metaphor and apply them to create and/or analyze discourse (text)

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(Class Schedule & Requirements)

Introduction: Linguistic Theory and Language practice	2	Instructing, exemplifying, discussing	Watch the movie about John Nash:	Get a clear picture of what theory and discursive practice are	Random questioning in class
The history and current status of systemic functional	2	Introducing and questioning	Pre-class reading	What is the use or value of understanding the history	Random questioning in class

	linguistics				and current status of SFL?	
	Halliday, China and the Chinese Language	2	Introducing	Pre-class reading	An outline of the relations	Random questioning in class
	System, stratification, and probability	2	Introducing	Pre-class reading	An outline of the relations	Random questioning in class
	Ideational function	2	Introducing and group discussion	Pre-class reading and in-class prac.	Mastering the key concepts	Random questioning in class
	Interpersonal function	2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
	Textual function	2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
		2	Group discussion and cooperation	Pre-class reading in-class prac.	Case study	Random questioning in class

	2	Group discussion and cooperation	Pre-class reading in-class prac.	Case study	Random questioning in class
	2	Group discussion and cooperation	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
	2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
	2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
	2	Introducing and group discussion	Pre-class reading in-class prac.	Case study	Random questioning in class
	2	Group discussion and cooperation	Pre-class reading in-class prac.	Case study	Random questioning in class

			Group discussion and cooperation	Pre-class reading in-class prac.	Case study	Random questioning in class
					
* (Grading)	50% 50% Everyday performance (50%), Final exam (50%)					
* (Textbooks & Other Materials)	<p>2009 978-7-04-026850-8 By Christian Matthiessen and Michael Halliday, Higher Education Press, 2009.</p> <p>1. 2008. 978-7-301-09384-9 2. (Geoff Thompson) Routledge, 2014. (3rd edn.) 978-0-415-82630-3</p>					
More						
Notes						

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