

# “功能语言学”课程教学大纲

## Course Syllabus of *Systemic Functional Linguistics*

课程基本信息 (Course Information)					
课程代码 (Course Code)	EN439	*学时 (Credit Hours)	32	*学分 (Credits)	2
*课程名称 (Course Name)	功能语言学 Systemic functional linguistics				
课程性质 (Course Type)	必修 (语言学方向) Compulsory for linguistics majors				
授课对象 (Target Audience)	语言学方向本科生 Undergraduates in Linguistics				
授课语言 (Language of Instruction)	英语 English				
*开课院系 (School)	外国语学院 School of Foreign Languages				
先修课程 (Prerequisite)					
授课教师 (Instructor)	杨炳钧 Yang Bingjun	课程网址 (Course Webpage)			
*课程简介 (Description)	<p>课程性质：“系统功能语言学”是理论与实践结合紧密的语言学课程，该课程有助于拓展语言学方向学生的学术视野，培养话语分析与语篇分析的能力。</p> <p>教学内容：系统功能语言学的历史，创始人韩礼德与中国以及汉语的学术渊源，元功能思想，话语（语篇）分析方法，概念隐喻与人际隐喻等。</p> <p>教学目标有二：一是教会学生基础的语篇分析方法；二是以系统功能语言学为例，让学生尽早对语言以及语言现象有一种系统认识，从而培养大学生的理论意识。</p>				
*课程简介 (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>				

课程教学大纲 (Course Syllabus)

\*学习目标  
(Learning Outcomes)

1. 了解语言学理论与话语实践之间的关系
  2. 了解系统功能语言学的历史与现状
  3. 了解系统功能语言学创始人韩礼德及其与中国、汉语的渊源
  4. 通过具体的例证, 让学生认识并把握系统功能语言学的核心思想, 这些思想包括系统的思想、层次的思想、盖然的思想、元功能思想
  5. 通过重点讲授元功能思想, 教会学生采用元功能理论来分析话语 (语篇)
  6. 通过具体例子的直观感受, 让学生掌握话语 (语篇) 分析的基本方法
  7. 通过具体的语篇及话语分析, 让学生掌握概念隐喻和人际隐喻的基本知识, 能运用这些知识创造或分析语篇 (话语)
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)

\*教学内容  
进度安排及要求  
(Class Schedule & Requirements)

教学内容	学时	教学方式	作业及要求	基本要求	考查方式
导论: 语言学理论与语言实践之关系 Introduction: Linguistic Theory and Language practice	2	讲授, 举例, 讨论 Instructing, exemplifying, discussing	课外观看《美丽心灵》 Watch the movie about John Nash: <i>A Beautiful Mind</i>	思考明白到底什么是理论? 语言实践包括什么? Get a clear picture of what theory and discursive practice are	课堂随机 Random questioning in class
系统功能语言学的历史与现状 The history and current status of systemic functional	2	引介与提问 Introducing and questioning	课前阅读 Pre-class reading	了解历史与现状的价值是什么 What is the use or value of understanding the history	课堂随机 Random questioning in class

	linguistics				and current status of SFL?	
	韩礼德、中国及汉语 Halliday, China and the Chinese Language	2	引介 Introducing	课前阅读 Pre-class reading	厘清相互关系 An outline of the relations	课堂随机抽问 Random questioning in class
	系统的思想、层次的思想、盖然的思想 System, stratification, and probability	2	引介 Introducing	课前阅读 Pre-class reading	厘清关键概念与思想 An outline of the relations	课堂随机抽问 Random questioning in class
	概念功能 Ideational function	2	引介与小组讨论 Introducing and group discussion	课前阅读与课堂练习结合 Pre-class reading and in-class prac.	掌握重要概念 Mastering the key concepts	课堂随机抽问 Random questioning in class
	人际功能 Interpersonal function	2	引介与小组讨论 Introducing and group discussion	课前阅读与课堂练习结合 Pre-class reading in-class prac.	掌握重要概念 Mastering the key concepts	课堂随机抽问 Random questioning in class
	语篇功能 Textual function	2	引介与小组讨论 Introducing and group discussion	课前阅读与课堂练习结合 Pre-class reading in-class prac.	掌握重要概念 Mastering the key concepts	课堂随机抽问 Random questioning in class
	教会学生采用元功能理论来分析话语（语篇）	2	小组讨论及协作 Group discussion and cooperation	课前阅读与课堂练习结合 Pre-class reading in-class prac.	语料案例分析 Case study	课堂随机抽问 Random questioning in class

	让学生掌握话语（语篇）分析的基本方法	2	小组讨论及协作 Group discussion and cooperation	课前阅读与课堂练习结合 Pre-class reading in-class prac.	语料案例分析 Case study	课堂随机抽问 Random questioning in class
	背景知识：词汇隐喻	2	小组讨论及协作 Group discussion and cooperation	课前阅读与课堂练习结合 Pre-class reading in-class prac.	掌握重要概念 Mastering the key concepts	课堂随机抽问 Random questioning in class
	概念隐喻	2	引入与小组讨论 Introducing and group discussion	课前阅读与课堂练习结合 Pre-class reading in-class prac.	掌握重要概念 Mastering the key concepts	课堂随机抽问 Random questioning in class
	人际隐喻	2	引入与小组讨论 Introducing and group discussion	课前阅读与课堂练习结合 Pre-class reading in-class prac.	掌握重要概念 Mastering the key concepts	课堂随机抽问 Random questioning in class
	语域与体裁	2	引入与小组讨论 Introducing and group discussion	课前阅读与课堂练习结合 Pre-class reading in-class prac.	语料案例分析 Case study	课堂随机抽问 Random questioning in class
	教学中的应用	2	小组讨论及协作 Group discussion and cooperation	课前阅读与课堂练习结合 Pre-class reading in-class prac.	语料案例分析 Case study	课堂随机抽问 Random questioning in class
	翻译中的应用	2	小组讨论及协作	课前阅读与课堂练习结合	语料案例分析	课堂随机抽问

			Group discussion and cooperation	习结合 Pre-class reading in-class prac.	Case study	Random questioning in class
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*考核方式 (Grading)	平时成绩 50%，期末成绩 50% Everyday performance (50%), Final exam (50%)					
*教材或参考资料 (Textbooks & Other Materials)	<p>教材： 中英双语版：《系统功能语法理论之初探》（麦蒂森，韩礼德 著；黄国文，王红阳 译），高等教育出版社，2009，第一版，978-7-04-026850-8 (<i>Systemic functional grammar: A first step into the theory.</i> By Christian Matthiessen and Michael Halliday, Higher Education Press, 2009.)</p> <p>参考书： 1. 《系统功能语言学概论》（胡壮麟、朱永生、张德禄、李战子），北京大学出版社，2008. 第二版，978-7-301-09384-9 2. <i>Introducing Functional Grammar</i> (Geoff Thompson), Routledge, 2014. (3rd edn.) 978-0-415-82630-3</p>					
其它 (More)						
备注 (Notes)						

备注说明：

1. 带\*内容为必填项。
2. 课程简介字数为 300-500 字；课程大纲以表述清楚教学安排为宜，字数不限。