



DEPARTAMENTO DE LINGÜÍSTICA

## I. GENERAL INFORMATION ABOUT THE COURSE

• Course:	Graduate Seminar in <b>Discourse Analysis</b>	
• Instructor:	Saeid Atoofi, Ph.D.	
• Contact:	saeedat@yahoo.com	
• Schedule:	Tuesdays, 18:00-19:30	
• Class email:	lachile2011@gmail.com	

## II. DESCRIPTION:

The course is a graduate seminar in Discourse analysis. Major theoretical frameworks and current issues regarding discourse analysis will be discussed. It is intended that students become familiarized with the applications of discourse to describe and understand how spoken and written language are structured beyond sentence level. Diverse topics in discourse such a gender, culture, education, power, age, etc. will be discussed.

Students will read original papers from authors in the field of discourse analysis. They are required to experiment with use of language by collecting and analyzing data, and by presenting their findings to the class. Students are, furthermore, asked to write a final term paper in an issue related to discourse analysis.

The course has a seminar setting with the following format. First, the instructor gives a short lecture on the topic. Then a student (class leader) takes over and leads the discussion. The class leader is responsible to organize students' questions and comments and administer a debate regarding the topic scheduled for that class.

## III. Competencies and development

Students will develop the ability:

- to notice and interpret different types of discourse.
- to identify different approaches to discourse analysis.
- to collect and analyze data for discourse analytical projects.
- to present a topic of discourse analysis for other classmates.

#### IV. TENTATIVE CONTENT:

This is just a tentative schedule. I may change it at any time based on students' competency and interest.

Session	Date	Content
1	20- 03	<b>Housekeeping, course structure, terminology/concepts, overview</b>
2	27- 03	<b>Conversational organization</b> <ul style="list-style-type: none"><li>- Sacks, Schegloff , and Jefferson (1974). A simplest systematics for the organization of turn-taking for conversation</li></ul>
3	03- 04	<b>Discourse markers</b> <ul style="list-style-type: none"><li>- Schiffrin, D. (2001). Discourse markers: Language, meaning and context.</li><li>- Fraser, B. (1999). What are discourse markers?</li></ul>
4	10- 04	<b>Methods of DA, transcription</b> <ul style="list-style-type: none"><li>- Edwards, J.A. (2001). The transcription of discourse</li><li>- <i>Transcription activity</i></li></ul>
5	17- 04	<b>Text and Oral language</b> <ul style="list-style-type: none"><li>- Ong, W. J. (2002).Orality and literacy</li></ul>
6	24- 04	<b>Critical discourse analysis</b> <ul style="list-style-type: none"><li>- Van Dijk, T.A. (2001). What is critical discourse analysis?</li></ul>
7	01- 05	<b>Discourse and Interaction</b> <ul style="list-style-type: none"><li>- Gumperz, J. J. (2001). Interactional sociolinguistics: A persona perspective</li><li>- Heller, M. (2001). Discourse and interaction</li></ul>
8	08- 05	<b>Discourse and education</b> <ul style="list-style-type: none"><li>- Adger, C. T. (2001). Discourse in educational setting</li></ul>
9	15- 05	<b>Pragmatics</b> <ul style="list-style-type: none"><li>- Cutting, J. (2002). Pragmatics and discourse.</li></ul>
10	22- 05	<b>Discourse and gender</b> <ul style="list-style-type: none"><li>- Kendall, S. Tannen, D. (2001). Discourse and gender</li><li>- Tannen, D. (1992). That is not what I meant</li></ul>
11	29- 05	<b>Discourse and culture</b> <ul style="list-style-type: none"><li>- Deutscher, G. (2010). Through the language class</li><li>- Bennett, M. J. (1998). Intercultural communication: A current perspective</li></ul>
12	05- 06	<b>Discourse and age</b> <ul style="list-style-type: none"><li>- Hamilton, H. D. (2001). Discourse and aging</li></ul>
13	12- 06	<b>Medical Discourse</b> <ul style="list-style-type: none"><li>- Ainsworth-Vaughn, N. (2001). The discourse in medical encounters</li><li>- Guzman, J. (2011).</li></ul>
14	19- 06	<b>Discourse and Media</b> <ul style="list-style-type: none"><li>- Cotter, C. (2001). Discourse and media</li></ul>
15	26- 06	<b>Discourse and Racism</b> <ul style="list-style-type: none"><li>- Wodak, R. and Reisigl, M. (2001). Discourse and racism</li></ul>
16	03- 07	<b>Presentations P.1</b>
17	10- 07	<b>Presentations P.2</b>

## V. Assignments and responsibilities

### 1. Attendance and participation

Students will be accounted for every missed class unless there is an unavoidable situation. This course has a seminar setting. Class participation is not only encouraged but is a requirement. Your participation grade will be reflected by the level of your active participation in class discussion. Read the assigned articles and come to the class to present and make meaningful questions and comments.

### 2. Weekly readings

Every week students are assigned to read related articles for that week's topic. Articles will be posted in PDF format for students to print or store electronically on their devices.

### 3. Weekly questions

After reading the assigned articles, students write two meaningful questions or comments and post their questions on the class web site 24 hours before the class meeting. Every student has to read their classmates' questions and comments before coming to the class. You will be graded based on the quality and depth of your questions and comments.

### 4. Class leader

Every week, one student collects other classmates' questions and comments and organizes them according to the topic and relevance. He/she prints these and brings them to the class and leads the discussion on that day. The class leader will ask each student to present his/her question and comment.

### 5. Transcription activity

In week 4, you form groups of 2. Your group will be provided with a small audio file. You need to transcribe the audio file using transcription conventions and submit your transcript before the next meeting.

### 6. Oral presentation

During the semester, you will develop a research idea regarding any topic in discourse analysis (gender, race, culture, interaction, medical practice, education, etc.). Your research has to include a short transcript. In the last two weeks of the class, you are required to present your research in a 20-minute conference presentation format.

### 7. Term paper

You are required to turn your discourse analysis research into a term paper. The format of the paper will be announced later.

## VI. Grading

Module	Percentage
Attendance and participation	%25
Weekly questions	%20
Transcription activity	%10
Class leader	%10
Oral presentation	%15
Term paper	%20