

## Discourse Analysis

Fall 1397

Office Hours: By appointment

### Course Description

Discourse Analysis comes in many colors – our emphasis will be on (Critical) Discourse Analysis (CDA) rooted in the ‘social sciences’, with discourse understood as a social practice. The focus is on language-in-use and how particular forms of language are used to create meanings in specific social contexts. The course will explore questions such as:

- What is discourse?
- How is our social world created?
- To what extent does language shape social identities, social relations, and systems of knowledge and belief?
- How are struggles for power (and hegemony) carried out in the media?
- How are we controlled by others through language and symbols? (And how do we control others?)
- What are the relations between texts, discursive practices and socio-cultural practices?
- What is ‘power’, ‘knowledge’, ‘pleasure’, ‘discourse’, ‘reality’, ‘intertextuality’?
- What’s all the fuss about Foucault?
- Should researchers be politically engaged?
- What counts as relevant/interesting/valid analysis?

### Texts

Paltridge, B. (2012). *Discourse analysis: An introduction*. Bloomsbury Publishing.  
Jorgensen, M. & Phillips, L. J. (2002). *Discourse analysis as theory and practice*. SAGE Publication.

### Course Requirements

1. Weekly course readings, course attendance, and class participation. **(30%)**
  - **Attendance:** Because a seminar such as this one depends on all the class members for its effectiveness, everyone needs to be present and prepared for each class. Sometimes intervening circumstances occur, however. Therefore, during this semester, you may choose one week where you are not present and/or prepared. I will expect you to turn in any missed work at the start of the following class. Additional absences, incomplete work, or excessive tardies will be reflected in your final course grade.
  - **Class participation:** preparing notes or discussion points based on the readings before class, contributing your interests and backgrounds in ways that advance the class conversation, preparing and posing questions, introducing the class to new resources, and facilitating class discussion for three sessions.
  - **Individual Presentations:** Each student will read one additional book; these books are intended to acquaint you with contemporary studies that employ (critical) discourse analysis. *Due Azar 17.*

2. Book review (approx 1000 words = 2-3 pages) (20%). **Due Azar 24.**

Choose one book to read. Write a review (~1000 words) according to the instructions for the journal *Discourse & Society*. Mere content summaries are not desirable. Look at some other (discourse analysis) book reviews to get a feel for the genre.

3. Final Project (30%). A proposed title and one-page outline is due on **Mehr 14**. Beginning work early in the semester on this final project, and working on it weekly – indeed daily – over the semester, will greatly increase the odds that you will produce an excellent piece of writing. (**Due Dey 15**)

Imagine and design a dissertation-length study that incorporates discourse analysis as (at least) one of the methods to be used and write a proposal for this study. This project should include the following:

- a) 200-word abstract, summarizing the substantive focus and research design of the study and its contribution to (EFL) education;
- b) 2000-word narrative describing the proposed project and *written for a generalist audience*. Include the goals of the project, its contribution to the field, and the significance of the work, especially as it relates to (EFL) education. Place the project in context and outline the theoretical grounding and the relevant literature. Describe the research questions and the research design, the methods of gathering and analyzing data, and interpretation techniques. This narrative discussion should be about 2000 words or ten double-spaced typed pages. An additional one-page single-spaced bibliography (using the APA citation style) of the sources most important to your research should be appended. Works cited in the narrative discussion should be included in this bibliography.

General criteria by which this proposal will be evaluated for purposes of this class include: a) importance of the research question to (EFL) education, b) quality of the research approach and theoretical approach, and c) quality of writing. More specific questions that will be used to evaluate your proposal include these:

- To what extent does the narrative display an adequate grounding in theory?
- To what extent are the design and the methods appropriate to answer the research question(s)?
- To what extent is the study's argued relevance to (EFL) education convincing? To what extent is the study likely to yield new knowledge about an important educational issue?
- To what extent does the narrative discussion display strong authorship skills, with a clear organization and structure?

A proposed title for your final project and a (no more than) one-page outline of your proposal is due at the beginning of class on **Mehr 14**. A completed draft of your proposal is due in hard copy at the beginning of class on **Aban 5**. I will comment on the draft and return to you for further revision, if needed. The final draft of your project is due on **Dey 15**; please attach a *one-page cover letter* in which you describe the “natural history” of your final project as a “text.” This letter may include, for example, a description or theory of your invention and revision processes, challenges you faced in accomplishing the writing, supports you sought and/or received, any particular feedback you would like to receive from me, future goal(s) for this text, and so on.

4. Final Exam (20%): You will sit for a written exam on the date announced by Amoozesh.

### **TENTATIVE SCHEDULE**

#### Session 1

Introduction and overview

#### Session 2

The field of discourse analysis and approaches to DA; *Facilitation 1*

07 Mehr

Approaches to social constructionist discourse analysis; **PART ONE:** Laclau and Mouffe's discourse theory; *Facilitation 2*

14 Mehr

**PART TWO:** Discursive psychology; **Title and outline due;** *Facilitation 3*

21 Mehr

**PART THREE:** Critical discourse analysis (**CDA**) **I:** language, ideology and power; *Facilitation 4*

28 Mehr

**CDA II:** Discourse and sociocultural change; *Facilitation 5*

05 Aban

**CDA III:** Dialectics of discourse: theoretical developments; **Complete proposal due;** *Facilitation 6*

12 Aban

**CDA IV:** Methodology in CDA research I; *Facilitation 7*

19 Aban

**CDA V:** Methodology in CDA research II; *Facilitation 8*

26 Aban

**CDA VI:** Political discourse; *Facilitation 9*

03 Azar

**CDA VII:** Globalization and transition; *Facilitation 10*

10 Azar

**CDA VIII:** Language and education; *Facilitation 11*

17 Azar

## **Book presentations**

24 Azar

## **Book reviews due**

01 Dey

Project presentations

## **BIBLIOGRAPHY**

Bloome, David et al. 2005. Discourse Analysis and the Study of Classroom Language and Literacy Events. A Microethnographic Perspective. Mahwah, NJ: Lawrence Erlbaum.

Brown, G. and G. Yule. 1983. Discourse Analysis. Cambridge: CUP.

Coulthard, Malcolm. 1977. Introduction to Discourse Analysis. Nueva York: Longman

De Beaugrande, R. and W. Dressler. 1986. Introduction to Text Linguistics. London: Longman

De Beaugrande, R. Text, Discourse and Process. Available online:

<http://www.beaugrande.bizland.com/TDPOpening.htm>

Gee, James Paul. 1999. An Introduction to Discourse Analysis. London: Routledge

Halliday, M.A.K. y R. Hasan. 1985. Language, context, and text: aspects of language in a social-semiotic perspective. Oxford: OUP.

Jaworski, A. y N. Coupland (eds). 1999. The Discourse Reader. London: Routledge.

Lemke, J. 1995. Textual Politics. Discourse and Social Dynamics. London: Taylor and Francis.

McCarthy, Michael. 1991. Discourse Analysis for Language Teachers. Cambridge: CUP.

Rogers, Rebecca. 2004. An Introduction to Critical Discourse Analysis in Education. . Mahwah, NJ: Lawrence Erlbaum.

Schegloff, Emanuel et al. "Conversational Analysis and Applied Linguistics", in Annual Review of Applied Linguistics (2002) 22, 3-31.

Van Dijk, Teun (ed). 1997. Discourse as Structure and Process. Discourse Studies: A Multidisciplinary Introduction. Vol. 1. London: Sage.

Van Dijk, Teun (ed). 1997. Discourse as Social Interaction. Discourse Studies: A Multidisciplinary Introduction. Vol. 2. London: Sage.

## **INTERNET RESOURCES**

Discourse Analysis Online: <http://extra.shu.ac.uk/daol/current/>

Discourse-in-Society: <http://www.discourse-in-society.org/>

Discourse Analysis for Language Teachers.  
<http://www.cal.org/resources/digest/0107demo.html>

What is meant by Discourse Analysis: <http://bank.rug.ac.be/da/da.htm>

Instructional Discourse in Language Classrooms.  
<http://sfl.emu.edu.tr/tu/oldconferences/confarchive/ASCPcananperkan.htm>

Van Dijk. The Discourse-Knowledge Interface: <http://www.discourse-in-society.org/teun.html>

De Beaugrande and Dressler (1986), available in Internet:  
[http://www.beaugrande.bizland.com/introduction\\_to\\_text\\_linguistics.htm](http://www.beaugrande.bizland.com/introduction_to_text_linguistics.htm)

Instructional Discourse in Language Classrooms:  
<http://sfl.emu.edu.tr/tu/oldconferences/confarchive/ASCPcananperkan.htm>

Applying Discourse Analysis in the Classroom with Specific Focus on Teaching Discourse Markers.  
[http://www.developingteachers.com/articles\\_tchtraining/dis1\\_ceri.htm](http://www.developingteachers.com/articles_tchtraining/dis1_ceri.htm)

The Science of Texts and Education  
<http://www.beaugrande.bizland.com/TDPCHAPTERNINE.htm>

Discourse and Culture  
[http://www.une.edu.au/arts/LCL/disciplines/linguistics/Goddard=Wierzbicka\\_1997.pdf](http://www.une.edu.au/arts/LCL/disciplines/linguistics/Goddard=Wierzbicka_1997.pdf)

Teun Van Dijk: <http://www.discourse-in-society.org>

The Museum of Human Language:  
[http://www.geocities.com/agihard/mohl/mohl\\_language\\_function.html](http://www.geocities.com/agihard/mohl/mohl_language_function.html)

Lexicon of Linguistics: <http://tristram.let.uu.nl/UiL-OTS/Lexicon/>

Discourse Analysis by Deborah Tannen: <http://www.lsadc.org/web2/discourse.html>

A Wittgenstein Approach to Discourse Analysis: [http://www.criticism.com/da/lw\\_da.html](http://www.criticism.com/da/lw_da.html)

De Beaugrande. Text, Discourse and Process. Toward a Multidisciplinary Science of Texts.  
<http://www.beaugrande.bizland.com/TDPOpening.htm>

Implementing Discourse Analysis for Intermediate and Advanced Language Learners.  
[http://www2.aasa.ac.jp/~dcdycus/LAC2001/massi\\_lac2001.pdf](http://www2.aasa.ac.jp/~dcdycus/LAC2001/massi_lac2001.pdf)

Lemke, Jay. Analyzing verbal data: principles, methods, and problems:  
<http://academic.brooklyn.cuny.edu/education/jlemke/papers/handbook.htm>

Lemke, Jay . Bibliography of Sources for Discourse Analysis Methods:  
<http://academic.brooklyn.cuny.edu/education/jlemke/meth-bib.htm>