

School of Linguistics and Applied Language Studies Course Outline

LALS 544, Discourse Analysis, Trimester 2, 2006

Course Coordinator:

Dr Elaine Vine
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<http://www.vuw.ac.nz/lals>



Class times and rooms:

On-campus group: Tuesday, 4.10 - 6.00pm Kirk Building, Room 201.

Class weeks for this course are the weeks beginning 17, 24 and 31 July, 7 and 14 August, 4, 11 and 18 September, 2 and 9 October 2006.
Please note that there are no classes in the weeks beginning 21 and 28 August (university mid-trimester break) and 25 September.

LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

LALS 512 Course Administrator:

Jane Dudley, Postgraduate administration
Sarah Dunstan, Distance education administration

Tel: 463 5600/463 5255

Web contact: www.blackboard.vuw.ac.nz

Content:

Discourse is language in use. This course explores the analysis of discourse structure in spoken and written text, and considers applications in language teaching/learning.

Week beginning	Course Week #	Topics	Required reading	Assignments
17 July	1	Overview of discourse analysis, and Cohesion and coherence	#1 Cook, 1989 #2 McCarthy et al., 2002 #3 Nunan, 1993	
24 July	2	Cohesion and coherence	#4 Koshik, 1999 #5 Basturkmen, 2002	
31 July	3	Speech acts	#6 Paltridge, 2000 #7 Boxer, 1993 #8 Boxer, 1993	
07 Aug	4	Speech acts	#9 Boxer & Pickering, 1995 #10 Crandall & Basturkmen, 2004 #11 Hyland 2002	
14 Aug	5	Conversation analysis	#12 Hutchby & Wooffitt, 1998 #13 Wong, 2002	Ass 1 due by 5pm Mon 14 Aug
21 Aug	trimester break no classes			
28 Aug	trimester break no classes			
04 Sept	6	Conversation analysis	#14 Burton, 2000 #15 Gilmore, 2004	
11 Sept	7	Critical discourse analysis	#16 Locke, 2004 #17 Bartu, 2001	
18 Sept	8	Comparing approaches	#18 Stubbe et al., 2003	
25 Sept	no classes			Ass 2 due by 5pm Mon 25 Sept
02 Oct	9	Classroom interaction	#19 Nunn, 1999 #20 Hall, 1997	
09 Oct	10	Classroom interaction Review	#21 Duff, 2002	
	no classes			Ass 3 due by 5pm Mon 16 Oct

Objectives:

By the end of this course you should:

1. have an understanding of the nature and scope of the study of discourse;
2. have explored some contributions of discourse analysis to our understanding of spoken and written language in use;
3. be able to analyse why people make particular spoken and written language choices and what they mean by them;
4. have an understanding of what it is learners have to learn in order to use spoken and written language appropriately; and
5. be able to examine language teaching/learning materials and classroom practices critically in terms of the way they address issues of discourse structure.

Assignments 1 and 2 give you practice at analysing aspects of the discourse structure of spoken and written texts. These two assignments address course objectives 1-3. Assignment 3 focuses particularly on course objectives 4 and 5 (the pedagogical implications of discourse understanding).

Expected Workload:

Students are expected to devote on average 12 hours per week to this course in order to maintain satisfactory progress. This includes class contact hours for on-campus students.

Readings:

Required:

The required readings for this course are in a book of readings (available from the Victoria University Book Centre, Student Notes shop, Kelburn campus, www.vicbooks.co.nz or enquiries@vicbooks.co.nz)

In preparation for each class week you should read the required readings listed in the schedule of course Content (see above), and participate in a critical discussion of the reading material in class (on-campus students) or on Blackboard (distance students). This is part of the mandatory course requirements (see below). Through your participation in discussion and in activities related to the readings, you will demonstrate your progress towards meeting the course objectives in a broad way, as compared with the in-depth evidence provided by your assignment work.

Recommended:

It is possible to complete the course on the basis of the required readings only. However, as a postgraduate student, you should be extending your reading beyond the required readings. Much of your extended reading will arise from your own literature searches, particularly for journal articles, and but as a starting point, it would be helpful to have access to at least one of these books throughout the course:

Accessible introductions

Cook, G. 1989. *Discourse*. Oxford: Oxford University Press.

Nunan, D. 1993. *Introducing Discourse Analysis*. London: Penguin English.

Paltridge, B. 2000. *Making Sense of Discourse Analysis*. Gold Coast, Queensland: Antipodean Educational Enterprises. (Available for purchase online as hard copy or downloadable copy from <http://www.aeepublishing.com.au>)

More detailed introductions

Coulthard, M. 1985. *An Introduction to Discourse Analysis* (2nd ed.). London: Longman.

Hatch, E. 1992. *Discourse and Language Education*. Cambridge: Cambridge University Press.

McCarthy, M. 1991. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.

There are a number of other introductory books in the field which would also be useful if you don't have access to one of these ones. If you have access to a book and you are unsure if it is suitable, check with the course coordinator.

Materials and equipment: None.

Assessment requirements:

This course will be examined by in-term assessment. There is no final examination. The final grade will be awarded on the basis of your marks for three assignments:

Assignment	Due date	Weighting	Required length
1	5pm Monday 14 Aug	20%	analysis + max 200 words comment
2	5pm Monday 25 Sept	30%	1200-1350 words
3	5pm Monday 16 Oct	50%	2000-2200 words

The required length applies to the “body” of the assignment (excluding list of references and any appendices). Provide a word count of the assignment “body” on each assignment.

You will find details of the three assignments at the end of this course outline. The points listed under each assignment topic are intended as guidelines to help you do the assignment. They are not intended as an outline of the assignment. You should decide for yourself how best to organise and present your work, taking account of section 6.0 on "Stylistic conventions" in the School's MA Programme Handbook 2006. The MA Programme Handbook 2006 is available from the School office, or you can download it from the School website (<http://www.vuw.ac.nz/lals>) where you will find it under MA (TESOL) and MA (Applied Linguistics).

Submitting assignments:

General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

Penalties:

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

Mandatory Course Requirements (Terms):

These are the minimum course requirements which must be satisfied in order to earn the right to be assessed for a final grade. On-campus students are expected to attend all classes and contribute to class activities and discussions. Distance students are expected to contribute to on-line discussion at least once for each “course week”. All students must submit all assignments. In the case of absences from class (on-campus students), or inadequate participation in on-line discussions (distance students), you may be required to submit a written task to make up for the activities missed. Any such tasks submitted must be of an acceptable standard.

Communication of additional information:

Additional information about this course and information about any changes will be announced in class for on-campus students, and posted on the course website in Blackboard for distance students.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please

contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: disability@vuw.ac.nz

The School's Disability Liaison Person for 2006 is Dr Dianne Bardsley, ext 5644, email Dianne.Bardsley@vuw.ac.nz.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Details of Assignments

Assignment 1

Assignment 1 is due by 5pm on **Monday 14 August 2006**, but you may hand it in before then if you wish. It counts for **20%** of the final grade for the course.

Task: Present an analysis of the cohesive ties in the following text:

- 1 **TRAVEL BUDDIES: Mrs Beater and her 1969 Ford Cortina**
- 2 "I LEARNED TO DRIVE IN THIS CAR, IN SOUTH AFRICA, IN THE
- 3 Cape Province where the wind blows straight across. My husband
- 4 was South African and I lived there for 15 years. I went there by
- 5 ship and was touring round when we met. When I left to come
- 6 home to New Zealand I travelled for three months, so I've seen a
- 7 bit of the world. So has the car. It came from the UK and was
- 8 shipped to Cape Town, where it was dipped in anti-rust. Then it
- 9 went to Natal, Durban and was then put on a ship to come out
- 10 here. In northern Italy there's a place called Cortina and I've often
- 11 wondered about the connection. I think it's an elegant car. It's
- 12 strong and uncomplicated."

(AA Directions, Autumn 2006, p. 13)

Guidelines:

- Do not retype the text. Present your analysis in point form. Use the line numbers as references in your presentation of your analysis. For example:

Lexical cohesion: reiteration – repetition (Nunan, 1993, p. 29): car (line 2), car (line 7).

- Notice that in the example above, I have given a reference for the theoretical concept I am using. It is important that you do this in your assignment, because concepts can be defined differently in different sources. Your marker(s) need to know which source(s) you are drawing on in your analysis.

- If there are issues in the analysis that you wish to comment on, you may append a brief comment to your analysis. However, note that comment is not required. If you do comment, provide a word count of the comment section of your assignment.

Criteria for assessment:

- Being thorough in identifying the cohesive ties in the text.
- Being accurate in recognising the nature of the cohesive ties in the text.
- Evidence that relevant required and extended reading, appropriately referenced, informs your work.
- Organising and presenting your analysis clearly and coherently.

Length: No word limit for analysis. Maximum 200 words for comment.

Assignment 2

Assignment 2 is due on **Monday 25 September 2006**, but you may hand it in before then if you wish. It counts for **30%** of the final grade for the course.

Task: Using concepts and principles of Conversation Analysis, analyse some aspects of the following conversational fragment. Discuss your analysis.

This conversational fragment is taken from the Wellington Corpus of Spoken New Zealand English. It was recorded in 1992.

Transcription conventions

was- (e.g. line 3)	word is cut off
[scar was-] (e.g. lines 3 and 4)	word or words are overlapped by word or words of following speaker (which are also enclosed in [])
(unclear word(s)) (e.g. line 8)	a word or words occurred which the transcriber could not hear clearly
, (e.g. line 5)	a pause of up to one second
<tut> (e.g. line 12)	bilabial, alveolar or dental click

1 AT: she was cut open quite badly

2 BG: pardon

3 AT: yeah her [scar was-]

4 BG: [what did her] scar look like

5 AT: it was from about here , and it- you can only see a bit cos of her nightie but it- and part of the breast bone's sp- sticking out

6 AT: there's a lump here

7 BG: can you see it

8 AT: oh you see- no you can't see the breastbone but you can see a lump where they [(unclear word(s))]

9 BG: [gosh she must (unclear word(s))] so sore

10 AT: she is ,

11 BG: are there any more sultanas in the- in the crumble out there ,

12 AT: yeah heaps <tut>

Guidelines:

- This conversation is the focus of your assignment. Choose Conversation Analysis concepts and principles to discuss in your assignment on the basis of their relevance to your analysis of this conversation.
- Present both analysis and discussion in your assignment, carefully connecting them to each other.
- You won't be able to be comprehensive or exhaustive in analysing and discussing the conversational fragment. Be selective. Choose what seems important to you, and in your discussion include brief comment on how and why you made your choices.
- Give your assignment a title.

- Provide a word count of the "body" of your assignment (i.e., excluding your list of references).

Criteria for assessment:

- Understanding of Conversation Analysis concepts and principles as shown in your analysis of the conversational fragment.
- Making well-reasoned choices.
- Evidence that relevant required and extended reading, appropriately referenced, informs your work.
- Organising and presenting your assignment clearly and coherently.

Length: 1200-1350 words

Assignment 3

Assignment 3 is due on **Monday 16 October 2006**, but you may hand it in before then if you wish. It counts for **50%** of the final grade for the course.

Topic: Discuss how and why discourse analysis could (or could not) contribute to teaching and/or learning language in a situation of interest to you.

Guidelines:

- Include a brief description of the situation you have chosen as the focus for your assignment.
- Address your chosen situation throughout your assignment. I am looking for a specific discussion of discourse analysis as it might apply to that situation. I am not looking for a discussion of discourse analysis in general.
- Support your discussion with specific examples.
- Give your assignment a title which reflects what you see as the point of your discussion.
- Provide a word count of the "body" of your assignment (i.e., excluding your list of references and any appendices).

Criteria for assessment:

- Providing a brief but clear description of the situation you have chosen to focus on.
- Understanding of discourse analysis concepts as shown in your discussion of your chosen situation.
- Using specific examples to support your discussion.
- Evidence that relevant required and extended reading, appropriately referenced, informs your work.
- Organising and presenting your assignment clearly and coherently.

Length: 2000-2200 words