

School of Linguistics and Applied Language Studies Course Outline

LALS 544, Discourse Analysis Trimester 3, 2007

Course Coordinator:

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



Class times and rooms:

Class weeks for this course for both on-campus and distance students are the weeks beginning 26 November, 3, 10 and 17 December 2007, 7, 14, 21 and 28 January, and 4 and 11 February 2008.

Please note that the University closes down from Saturday 22 December 2007 and re-opens on Thursday, 3 January 2008. There will be no university services available during that period, but you will still have access to Blackboard and the library online.

On-campus group class meeting time: Wednesdays, 1.10 - 3.00pm
Room: 24 Kelburn Parade, Room 202.

Wednesday 06 February 2008 is a public holiday. I will negotiate alternative arrangements with the on-campus group for the class meeting that week.

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

LALS 544 Course Administrator:

Rachel Scholes, Postgraduate administration
Sarah Dunstan, Distance education administration

Tel: 463 5600/463 5255

Fax: 463 5604

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	Assignments
26 Nov	1	Overview of discourse analysis, and Cohesion and coherence	
03 Dec	2	Cohesion and coherence	
10 Dec	3	Speech acts	Assignment 1 due by 5pm, Fri 14 Dec 2007
17 Dec	4	Speech acts	
24 Dec	University closedown no classes		
31 Dec	University closedown no classes		
07 Jan	5	Conversation analysis	
14 Jan	6	Conversation analysis	Assignment 2 due by 5pm, Fri 18 Jan 2008
21 Jan	7	Genre	
28 Jan	8	Critical discourse analysis	
04 Feb	9	Classroom interaction	
11 Feb	10	Classroom interaction	
	no classes		Assignment 3 due by 5pm, Thurs 21 Feb 2008

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.

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:**

There is no set textbook for this course.

The required readings will be available to download either from the Blackboard website or from the Library website.

In preparation for each class week you should read the required readings which will be advised on the Blackboard website and in on-campus classes.

You are expected to participate in a critical discussion of the reading material in class (on-campus students) or on Blackboard (distance students). 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 your selection will be guided by your own needs and interests within the framework of the course. However, 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.

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 U Press.

Paltridge, B. 2006. *Discourse Analysis: An Introduction*. London: Continuum.

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, and your contribution to class discussion:

	Due date	Weighting	Required length
Assignment 1	5pm Friday 14 December 2007	20%	analysis + max 200 words
Assignment 2	5pm Friday 18 January 2008	30%	1200-1500 words
Assignment 3	5pm Thurs 21 February 2008	40%	1500-2000 words
Contribution to class discussion		10%	

Assignment 1 gives you practice at analysing aspects of the discourse structure of a written text. It addresses course objectives 2, 3 and 4. Assignment 2 gives you practice at analysing aspects of the discourse structure of spoken texts, both in natural contexts and in course materials. It addresses course objectives 2, 3, 4 and 5. Assignment 3 focuses on course objectives 1, 4 and 5 (particularly the pedagogical implications of discourse understanding).

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. Quotations and in-text references are included in the word count of the assignment 'body'.

Details of the three assignments are provided 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 2007. The MA Programme Handbook 2007 is available from the School office, or you can download it from the School website (<http://www.victoria.ac.nz/lals>) where you will find it under MA (Applied Linguistics, Linguistics, TESOL).

Contribution to class discussion:

You are expected to contribute to a class discussion through written responses which may be either posted on the Blackboard discussion board or read aloud in on-campus classes. You will gain one mark for each course week in which you make at least one timely, relevant and appropriate written response. Timely means that you read aloud your response in the class meeting for that course week, or that you post it in the Blackboard discussion forum for that course week, preferably in the relevant week, but no later than the end of the following calendar week.

Submitting assignments:

You can submit your assignments in hard copy either by mail or in person to the School office, or by e-mail attachment to lals-544@vuw.ac.nz, in which case each assignment should be a single document in either WORD or PDF format. If you submit an assignment in hard copy, just one copy is required. Your assignment will be returned to you with written feedback after the course coordinator has provisionally assessed it. The School will keep a copy of each assignment for use in external and overall assessment of your MA work.

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 list of references and any appendices)

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 the three assignments.

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.victoria.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.victoria.ac.nz/policy/studentconduct

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

www.victoria.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.victoria.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.victoria.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 name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

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** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

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.victoria.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.

Assignment details:

Assignment 1

Assignment 1 is due by 5pm on **Friday 14 December 2007**, but you may hand it in before then if you wish. It counts for **20%** of the final grade for the course.

Topic: Present an analysis of the cohesive ties in the following text, together with a brief comment on an issue or issues that arose during your analysis:

1 **Cat and Mice**

2 Cuvier Island, off the end of Coromandel Peninsula, was the site of one
3 of New Zealand's earliest restoration projects. Goats were eradicated in
4 1961, followed by cats in 1964; farm stock were removed in 1981 and rats
5 exterminated in 1993. While there weren't any mice to deal with, it was
6 very nearly otherwise.

7 In 1960, Eddie Pickering took up the job of lighthouse keeper on the is-
8 land. His family accompanied him: wife, Shirley, three daughters, the family
9 cat and a pair of mice. The mice were the personal pets of eldest daughter
10 Diane (today Diane Humphreys, based in Auckland).

11 "In those days that was normal," she says. "We were just like every
12 other household, and every household had a pet cat, and some had pet
13 mice too."

14 The Pickerings believed both mice were males - until they started
15 reproducing. Diane's father built a new, bigger box to accommodate the
16 rapidly expanding family.

17 "We didn't think about killing them," Humphreys goes on. "We were
18 kids, and would have got very upset."

19 The mice continued to breed. Mr Pickering built two more boxes and
20 separated the males from the females.

21 "But the females kept breeding, and so did the males, so obviously we
22 didn't get that quite right," says Humphreys.

23 The boxes were large, she recalls, each about a metre wide, and to-
24 gether they contained around 200 white, or white and tan, rodents. They
25 were attached to a fence outside, although not that securely.

26 "And one night there was a storm and the boxes fell down and all the
27 mice got out."

28 As an adult, Humphreys used to wonder if in fact her parents set the
29 mice free, using the storm as a cover-up, but she has been assured that
30 wasn't the case.

31 Somehow, at least as far as anyone knows, the mice didn't establish a
32 feral population. Possibly this was because their colouring marked them
33 out for predation.

34 "If they survived that night, they didn't survive very long. Possibly the
35 cat got them."

(New Zealand Geographic, 86, July-August 2007, p. 88)

Guidelines:

- 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): cat (line 1), cats (line 4).

- 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.

- Provide a brief comment (maximum 200 words) on an issue or issues that arose during your analysis.
- Provide a word count for 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.
- Awareness of a relevant issue or issues arising from your analysis, as shown in your comment.
- 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 by 5pm on **Friday 18 January 2008**, but you may hand it in before then if you wish. It counts for **30%** of the final grade for the course.

Topic: Using speech act theory and concepts, provide an analysis of four speech act examples. Compare the speech act examples and discuss some pedagogical implications of your analyses.

Guidelines:

- Choose a speech act as the focus of your assignment.
- Briefly explain your reasons for your choice of speech act to focus on.
- Collect two examples of that speech act in language teaching/learning materials.
- Collect two examples of the speech act occurring in natural, or naturalistic, contexts.
- Collect your examples of speech acts occurring in natural, or naturalistic, contexts by observing and making detailed notes about the occurrence of the speech act in public contexts. Do not tape record interactions for this assignment. It is not ethical to tape record interactions for assignment purposes without approval from the University's Human Ethics Committee. If you do not have access to public contexts where English is spoken, you can collect your examples of speech acts from radio or television broadcasts.
- Address your four examples throughout your assignment. I am looking for a specific discussion of speech act theory and concepts as they apply to the four examples. I am not looking for a discussion of speech act theory in general.
- 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:

- Understanding of speech act theory and concepts as shown in your analysis and comparison of your four speech act examples.

- Awareness of pedagogical implications of speech act theory and concepts as shown in your discussion of your analysis and comparison of your four speech act examples.
- Evidence that relevant required and extended reading, appropriately referenced, informs your work.
- Organising and presenting your assignment clearly and coherently.

Length: 1200-1500 words (Note the 'Penalties' statement above re assignment length.)

Assignment 3

Assignment 3 is due by 5pm on **Thursday 21 February 2008**, but you may hand it in before then if you wish. It counts for **40%** 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:

- Provide a brief description of the language teaching/learning 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.
- Provide a brief explanation of your reasons for choosing the aspects of discourse analysis that you include in your discussion.
- 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.
- Awareness of pedagogical implications of aspects of discourse as shown in your discussion of your chosen situation.
- Evidence that relevant required and extended reading, appropriately referenced, informs your work.
- Organising and presenting your assignment clearly and coherently.

Length: 1500-2000 words (Note the 'Penalties' statement above re assignment length.)