**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

*MASTER OF ARTS*
*LALS 544 DISCOURSE ANALYSIS*
*15 POINTS*

**TRIMESTER 3 2014**

## Important dates

**Trimester dates:** 17 November 2014 to 22 February 2015
**Teaching dates:** 17 November to 19 December 2014; 5 January to 5 February 2015
**Mid-trimester/Xmas break:** 22 December 2014 to 4 January 2015
**Last assessment item due:** 16 February 2015

**Withdrawal dates:** Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.
If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

## Class times and locations

Thursday 4-6, 24 Kelburn Parade, Room 203

## Names and contact details

**Course Co-ordinator and Lecturer:**
Dr Jean Parkinson
Office: Von Zedlitz 409
Office hours: By appointment
Phone: 04 463 5233 ext. 8009
Email: jean.parkinson@vuw.ac.nz
Post: School of Linguistics & Applied Language Studies
Victoria University of Wellington
P O Box 600
Wellington 6140

**Course Administrator:**
Janet Attrill
Office: Von Zedlitz 210
Phone: 04 463 5894 or 04 463 5600
Email: janet.attrill@vuw.ac.nz

# Communication of additional information

Additional information about this course and information about any changes will be posted on the course website in Blackboard.

# Prescription

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

# Course content

Readings will be posted on Blackboard

| Course week | Week | | |
|---|---|---|---|
| 20 November | 1 | Overview of discourse analysis | McCarthy et al., 2002<br>Paltridge 2011 Ch 1 |
| 27 November | 2 | Cohesion and coherence | Nunan, 1993<br>Koshik, 1999<br>Basturkmen, 2002 |
| 4 December | 3 | Speech acts | Koester 2002<br>Yule 1996 |
| 11 December | 4 | Speech acts | Crandall & Basturkmen, 2004<br>Hyland, 2002 |
| 18 December | 5 | Conversation analysis | Hutchby & Wooffitt, 2008<br>Wong 2002 |
| No classes | | | |
| 8 January | 6 | Conversation analysis | Huth & Taleghani-Nikazm, 2006<br>Hall, 2007 |
| 15 January | 7 | Genre | Thornbury & Slade, 2006<br>Tardy 2011 |
| 22 January | 8 | Critical discourse analysis | Locke, 2004<br>Bartu, 2001 |
| 29 January | 9 | Classroom interaction | Hall & Walsh, 2002<br>Lee, 2007 |
| 5 February | 10 | Classroom interaction | Duff, 2002<br>Poole, 2005 |

# Course learning objectives (CLOs)

Students who pass this course should be able to:

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

## Teaching format

The course is delivered in two modes: on-campus and by distance. On-campus classes are run as workshops. For distance students, the course is available at http://blackboard.vuw.ac.nz. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%:

1. Students must submit the three assignments specified for this course.

2. On-campus students must attend all classes and contribute to class activities and discussions (or meet the distance requirements for any course week in which they miss class due to unavoidable absence).

3. Both on-campus and distance students must post a written response to required readings on the course Blackboard Discussion Board for each course week. In addition, distance students must post at least two responses to classmates' postings. Please note that to meet this mandatory requirement, you must have made all the required postings by the end of the course, but not necessarily within the relevant course week. See 'Assessment' below for marks to be gained by posting responses in a timely fashion, i.e. week by week.

## Workload

Students are expected to devote a total of about 150 hours, spread throughout the trimester, to this course in order to maintain satisfactory progress. The following gives an indication of how that time may be distributed.

For each of the 10 class weeks:
6 hours required and extended reading and to prepare for class or Blackboard discussion
2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, writing up):
Assignment 1: 15 hours
Assignment 2: 25 hours
Assignment 3: 30 hours

## Assessment

| Assessment items and workload per item | % | CLO(s) | Due date |
|---|---|---|---|
| Assignment 1: analysis + maximum 200 words | 20% | 1,2,3,4 | Monday 15 December |
| Assignment 2: 1200-1500 words | 30% | 1,2,3,4 | Tuesday 20 January |
| Assignment 3: 1500-2000 words | 40% | 1,4,5 | Monday 16 February |
| Contribution to class discussion | 10% | 1,2,3,4,5 | |

Details of the three assignments, including marking criteria, will be provided on Blackboard.

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. Include quotations and in-text references in the word count of the 'body'. Please keep within set word limits.

You can earn 10 marks (10% of the course assessment) for contribution to discussion online. You will gain one mark for each course week in which you post on the course Blackboard website at least one timely, relevant and appropriate written response to required readings. Timely means that you post your response on Blackboard before the class meeting for the course week (on-campus students), or by the end of the course week (distance students; e.g. the course week for week 1 is Thursday 20 November - Wednesday 26 November).

Note that in assignments it is not permissible to reproduce your own work or parts of your own work which you have submitted for another course, as this would mean you were getting credit for the same work more than once.

### Group work

There are no formal requirements for group work in this course, but students are encouraged to work together wherever possible, either face-to-face or online as appropriate.

## Submission and return of work

Distance and on-campus students should submit assignments through Turnitin on the Blackboard (BB) system.

If you are unable to submit an assignment on Blackboard, you may submit it as an email attachment to jean.parkinson@vuw.ac.nz or lals-ma@vuw.ac.nz but please do not use that option unless you absolutely have to.

Formatting assignments

- Submit your assignment as **one** file (which includes the cover sheet and any appendices)
- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size to 12 point
- Include page numbers
- Include a completed assignment cover sheet (available on the course Blackboard site)
- Provide a word count at the end of the assignment (not including the References section and any appendices)

Every effort will be made to get your assignment returned to you within two weeks of submission with written feedback after it has been provisionally assessed.

## Extensions and penalties

### Extensions

No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you must get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as unforeseen illness or family emergencies.

### 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.

For assignments handed in late without an extension the maximum grade possible is B- with no expectation of personal comment. Assignments that are handed in on time will be marked and commented on and returned in a timely manner. Late assignments will be marked when possible.

## Set texts

There is no set textbook for this course. The required readings are all journal articles or book chapters. They will be available for students to download from the course Blackboard site and to either read online or print out.

In preparation for each class week you should read the required readings (see 'Course content' above). 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 reading

As a postgraduate student, you should be extending your reading well beyond the required readings. Some reading will be recommended during the course, but 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 University 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.

## Class representative

The MA programme has a student representative whose name and contact details will be available to VUWSA, the Course Coordinator and the class. The representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz