



School of Linguistics and Applied Language Studies Course Outline

LALS 544: Discourse Analysis

TRIMESTER 3 2010

15 November 2010 to 19 February 2011

1. Trimester Dates

Teaching dates: 22 November 2010 to 11 February 2011

Mid-trimester break: 22 December 2010 to 5 January 2011

Withdrawal dates – Please refer to information on withdrawals at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

2. Names and Contact Details

Course Coordinator:

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<http://www.victoria.ac.nz/lals>

Office hours: Thursday 10-12 or by appointment



Postal Address:

School of Linguistics and Applied Language Studies

Victoria University of Wellington

PO Box 600

Wellington 6140

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Class times and locations

Class weeks for this course for both on campus and distance students are the weeks beginning Thursday 25 November, 02, 09, 16 December 2010, and 06, 14, 20, 27 January, and 03, 10 February 2011. Distance class members, please note that each class week runs from Thursday to the following Wednesday.

Please note that the University closes down at the end of Tuesday 22 December 2010 and reopens on Thursday, 06 January 2011. There will be no university services available during that period, but you will still have access to Blackboard and the library online.

On-campus class meeting time: Thursday, 4.00- 6.00pm
Room: 24 Kelburn Parade, Room 101.

Course delivery

The course is delivered in two modes: on campus and by distance. On-campus students attend one two-hour class per week. Classes are run as workshops. Distance students participate in discussion through the Blackboard Discussion Board. In both modes, students are expected to participate actively in activities and discussions.

Communication of additional information

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

Course 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	Week	Topics	Required reading
25 Nov	1	Overview of discourse analysis	Cook, 1989 McCarthy et al., 2002
2 Dec	2	Cohesion and coherence	Nunan, 1993 Koshik, 1999 Basturkmen, 2002
9 Dec	3	Speech acts	Paltridge, 2000 Boxer & Pickering, 1995 Assignment 1 due by 5pm, Tuesday 14 Dec 2010
16 Dec	4	Speech acts	Crandall & Basturkmen, 2004 Hyland, 2002
	No classes		
6 Jan	5	Conversation analysis	Hutchby & Wooffitt, 1998 Wong, 2002
13 Jan	6	Conversation analysis	Huth & Taleghani-Nikazm, 2006 Hall, 2007

20 Jan	7	Genre	Thornbury & Slade, 2006 Assignment 2 due by 5pm, Tuesday 25 Jan 2011
27 Jan	8	Critical discourse analysis	Locke, 2004 Bartu, 2001
3 Feb	9	Classroom interaction	Hall & Walsh, 2002 Lee, 2007
10 Feb	10	Classroom interaction	Duff, 2002 Poole, 2005
			Assignment 3 due by 5pm, Friday 18 Feb 2011

Learning 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;
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 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

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.

Readings

Essential texts:

There is no set textbook for this course.

The required readings are all journal articles or book chapters. They will be available for class members 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 schedule of course content above).

You are expected to participate in a critical discussion of the reading material in class (on-campus class members) or on Blackboard (distance class members). 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 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 assessed 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:

Assignment	Due date	Weighting	Required length
1	5pm Tuesday 14 December 2010	20%	analysis + max 200 words
2	5pm Tuesday 25 January 2011	30%	1200-1500 words
3	5pm Friday 18 February 2011	40%	1500-2000 words
Contribution to class discussion		10%	

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 'body'.

Details of the three assignments, including marking criteria, will be provided in a separate handout. Assignment 1 gives you practice at analysing aspects of the discourse structure of written text. It addresses course objectives 2, 3 and 4 (see above). 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). Class discussion addresses all five course objectives.

You can earn 10 marks (10% of the course assessment) for contribution to class discussion. 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 class members, from Week 2, i.e. on-campus students: post your response to week 2 readings by Wednesday 1 December), or by the end of the course week (distance class members, from Week 1 i.e. distance students: post your response to week 1 readings by Wednesday 1 December).

Submitting assignments

- 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 folders or sleeves unless necessary
- Avoid inserting individual pages in clear-file sleeves
- If you submit an assignment in hard copy, just one copy is required.

You can submit your assignments:
either on Blackboard

or in person to the assignments dropbox outside the School office (VZ 210)
or by post to School of LALS, Victoria University of Wellington, PO Box 600,
Wellington 6140, New Zealand.

If you submit your assignments on Blackboard, please have them in Microsoft Word (.doc) format if possible, so that I can mark them online and return them to you online. If you submit assignments in other formats (e.g. rtf, pdf or WordPerfect), the process of returning them to you will take a day or two longer, as such assignments will be printed out, marked on paper, then scanned for return to you.

To submit an assignment on Blackboard:

- Click the green Assessment button on the left of your screen.
- Scroll down to the relevant assignment folder and click on the link to open the folder.
- Click on the red Assignment link.
- Click on the Browse button, then find and select your Assignment file, click on Open, then click on the Submit button (bottom right of your screen) to submit your assignment.

Please note that Blackboard likes Internet Explorer. If you are using another browser, you may have difficulty submitting an assignment on Blackboard. If you are unable to submit an assignment on Blackboard, you may email it to LALS-MA@vuw.ac.nz, but please do not use that option unless you absolutely have to.

Your assignment will be returned to you with written feedback after I have provisionally assessed it. It will be returned to you on Blackboard. The School will keep a copy of each assignment for use in external and overall assessment of your MA work.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

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

You must submit the three assignments. On-campus class members 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). Distance class members must post on Blackboard a written response to required readings, and at least two responses to classmates' postings for each 'course week'. Please note that to meet this 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 requirements' above for marks to be gained by posting responses in a timely fashion, i.e. week by week.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea.

Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: www.victoria.ac.nz/home/studying/plagiarism.html

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 or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx