



Faculty of Arts

Department of English Language and Literature

COURSE SYLLABUS

Discourse Analysis

Short Description

Student's Copy

One copy of this course syllabus is provided to each student registered in this course.
It should be kept secure and retained for future use.

I. Course Information

1. Course Title : Discourse Analysis
2. Course Code: : 1308734

3. Credit Hours : 3
4. Prerequisite : None
5. Corequisite : None

2. Instructor Information

1. Instructor :Dr.Wafa Ali abu Hatab
2. Office :208 Al-Farouq Building
3. Phone :
4. Email :drwafastudents@ gmail.com
5. Office Hours :11-12 Sun-Thurs

3. Class Time and Place

1. Class Days and Time :Sun
2. Class Location : Library

4. Course Policies

University regulations are applied to this course, regarding Class Attendance; Punctuality, Exam, Makeup Exams; Absence with permission; Penalties for Cheating; and Policies for Assignment and Projects. Students Should be aware of all those in addition to other rules and regulations.

5. Resources

Main References: .

- Blommaert, J. (2005). *Discourse*. NY: Cambridge.
Fairclough, N. (1995a) *Critical Discourse Analysis*, London: Longman
Fairclough, N. (2003). *Analysing discourse*. NY: Routledge.
Gee, J. (1999). *An introduction to discourse analysis*. NY: Routledge. .

Additional Reference (s):

- Cameron, D. (2001). *Working with spoken discourse*. Thousand Oaks, CA: Sage.
Schiffrin, D. (1994). *Approaches to discourse*. Oxford: Blackwell.
Titscher, S. et al. (2000). *Methods of text and discourse analysis*.
Thousand Oaks, CA: Sage.

6. Course Description and Purpose

Course Description:

Discourse analysis is a broad and complex interdisciplinary field. It includes somewhat diverse theoretical and methodological approaches from linguistics, anthropology, and sociology. All approaches to discourse share a commitment to studying language in context. But “context” is notoriously indeterminate, and different approaches to discourse analysis emphasize different aspects of context as potentially relevant to understanding language use.

This course focuses on several important methodological approaches that have been developed to do discourse analysis. Methods are motivated by and intertwined with theories, so the course inevitably addresses some theoretical issues. But the course intends primarily to provide students with methodological tools for studying naturally-occurring speech.

Because of its methodological goals, the course involves both reading and data analysis exercises. The course introduces a few approaches to understanding the relations between linguistic categories and social life, spending more time on conceptual issues earlier in the semester. Then it alternates between further reading and opportunities to analyze data. Some classes are set aside as data analysis sessions, in which data provided by the instructor or the students is analyzed in detail.

7. Course Learning Outcomes

Upon successful completion of this course, the learner should be able to:

A- Knowledge and understanding (students should):-

Be able to define basic discourse concepts, approaches and theories involving Discourse analysis, CDA , text and context

B- Intellectual skills with ability to:-

C- Subject Specific Skills:

At the end of the course, students will be able to:

Deal with levels of language beyond the sentence level in both speech and writing. , examines the major theoretical approaches to discourse analysis, macro-and micro-language function, information packaging, speech act theory, conversational strategies, exchange structure, dimensions of discourse analysis and standards of textuality.

D- Transferable skills – with ability to:-

Apply discourse analysis to everyday situations that involve language production and comprehension and explore ways in which theoretical knowledge can be put into action in order to develop discourse skills.

8. Methods Of Teaching

Students are expected to: (1) do the reading and come to class; (2) prepare the sample analyses for data analysis sessions—both preparing analyses for each session and taking responsibility for one session, including handing in a sample analysis for

evaluation; (3) complete a larger piece of discourse analysis by the end of the term. This final paper should be primarily empirical, using techniques from one or more of the approaches to analyze a transcript of naturally occurring conversation or a piece of written discourse found in the social world. The paper should also include a brief discussion of why you chose the approach(es) you did—citing the strengths and weaknesses of these approaches for particular purposes. Deadlines for the project are: by November 30, a one page description of the data you plan to use; by Dec 7, a brief two page excerpt from the data analysis you are working on; by Jan12, the final project

The methods of instruction may include, but are not limited to:

1. Lectures
2. Discussion and problem solving
3. Brainstorming
4. Individual assignments
5. Data analysis
6. Presentations
7. Asking students to prepare a term paper about a subject or a problem related to the course, and discuss it in the class.

9. Course Learning Assessment/Evaluation

The following methods of learning assessment will be used in this course:

	Assessment	Weight	Description
a	2 Tests - Mid Exam - Final Exam	30% 40%	- Essay Questions - Problem solving - Explanations
b	Activities and presentations	5%	- - Problem solving
c	Research Paper	20%	- Asking students to prepare a term paper about a subject or a problem related to the course, and discuss it in the class
d	participation	5	- Student participation - Course portfolio
	Total	100%	

Note: The details for the above methods of assessment are presented below:

(a) Tests

Test	Weight %	Due Date
Mid	30%	7/12/2014
Final	40%	Jan/2015
Total	70%	

10. Course Schedule/Calendar

Wk No.	Topic	Assignments/ workshops due date	Reference in the textbook	
1,	Intro, building tasks, tools of DA	12/10	Gee 1999 Chs.1-3	
2,	Social Languages, Conversations, and Intertextuality 43 5 Form-Function Correlations, Situated Meanings, and Figured Worlds	19/10	GEE Chs.4-6	
3	6 More on Figured Worlds Context Discourse Analysis	26/10	GEE Chs.7-8 and Widdson 1999	3
4	Critical Discourse Analysis CDA: origins and programme CDA and social theory Theory and methodology: Norman Fairclough The pros and cons of CDA	2/11	Jan Blommaert 2005 Chs. 1-2	
5	Text and context Introduction: context is/as critique Context: some general guidelines Two critical conceptions of context Forgotten contexts Language and inequality The problem: voice and mobility Towards a theory of voice Texts that do not travel well: inequality, literacy, and globalisation Inequality and the narrative order	9/11	Jan Blommaert 2005 Chs. 3-4	
6	Choice and determination Introduction: choice or voice? The archive Creative practice and determination Creativity within constraints: hetero-graphy	16/11	Jan Blommaert 2005 Chs. 5-6	

	<p>History and process</p> <p>Times and consciousness: layered simultaneity Continuities, discontinuities, and synchronisation Speaking from and on history 1: 'they don't like US-us' Speaking from and on history 2: 'let's analyse'</p>			
7	<p>Ideology Introduction The terminological muddle of ideologies Polycentric systems, layered ideologies Socialism and the socialists Slow shifts in orthodoxy Identity Identities as semiotic potential What is left of ethno-linguistic identity? Space, place, and identity The world system in action Suggestions for further reading</p>	23/11	<p>Jan Blommaert 2005 Ch.s 7-8</p>	
8	Language , ideology and power	30/11	Fairclough(1995). Section A	
9	Discourse and sociocultural change	7/12 Mid	Fairclough (1995) Section B	
10	Textual analysis in social research	14/12	Fairclough(1995). Section C	
11	Critical language awareness	21/12	Fairclough (1995) Section D	
12	Social analysis, discourse analysis, text analysis	28/12	Fairclough (2003) Part 1	
13	Genres and action	4/1	Fairclough(2003) Part 2	
14	Discourses and representations	11/1	Fairclough(2003) Part 3	
15	Styles and identities	18/1	Fairclough (2003) Part 4	
16	Discussion of term papers			