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LING5015

Discourse Analysis

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Anikó Hatoss	a.hatoss@unsw.edu.au	by appointment	Morven Brown	+61 9385 8340

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

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Course Details

Credit Points 6

Summary of the Course

This course develops your research skills and your awareness of language use in society. All key approaches to text analysis will be reviewed to give you a broad perspective, which you can apply to a range of disciplinary contexts including applied linguistics, translation and interpretation, media and communication studies and narrative analysis. You will develop your critical thinking about how language use reflects and shapes our world and discuss social phenomena (e.g. equality, social justice, representation of asylum seekers, etc.) through text analysis. You will also learn about how speakers make choices to perform their identity, co-operate and express politeness in conversations and narrate past events. In terms of written texts, you will study cohesion and coherence in academic writing, and this will help you be a better writer. For your projects, you will be free to choose from a broad range of text types including newspapers, translation/interpreting texts, academic texts, natural conversations and social media texts.

Course Learning Outcomes

1. Identify and label features of natural conversations in English using conversation analysis techniques.
2. Record and transcribe a short conversation using transcription conventions.
3. Design a research project using discourse analysis methods.
4. Evaluate the connections between language use and social, political and cultural formations.
5. Develop an analytical strategy to explore patterns of spoken or written discourse.
6. Argue for the validity of a discourse analytical approach and illustrate the use of the approach through examples.

Teaching Strategies

Learning and Teaching Rationale

The content was carefully selected to cover all major trends in discourse analysis. However, this means that the various approaches are not explored in depth. The aim is to give an introduction to each approach so that students can select the best approach for their research purposes.

Teaching Strategies

Classes will run for 2 hours face-to-face in a workshop format. The teaching strategy is to combine the theoretical grounding with practical applications. Most of the time will be allocated to group discussions based on the pre-set discussion questions and exercises as outlined in the course schedule. Lecture time will be limited for clarification of concepts. Students are required to prepare their answers to the exercises and actively take part in class discussion. For the project assignment students will carry out their individual study of discourse analysis on spoken or written forms of discourse.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Conversation Analysis	30%	16/10/2020 05:00 PM	1,2
Project Presentation	20%	30/10/2020 05:00 PM	4,6
Project	50%	20/11/2020 05:00 PM	3,5

Assessment Details

Assessment 1: Conversation Analysis

Start date: Not Applicable

Details:

Students complete a conversation analysis task of a short natural speech sample. The task is around 1000 words.

Students receive written feedback.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Project Presentation

Start date:

Details:

This is an individual task. Students give a short (5 minutes) presentation (10%) on their individual discourse analysis mini-project plan and submit a 500-word presentation abstract (10%). Students are asked to respond to questions after the presentation.

Students receive written feedback and peer feedback in class.

Additional details:

Student submit their PP slides with voice recording and a written abstract.

Assessment 3: Project

Start date:

Details:

This is a project assignment of 3000 words excluding references. Students choose an area of interest in discourse studies and develop a mini-project. The project includes data analysis using relevant discourse theory and methods covered in the course.

Students receive written feedback.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 September - 18 September	Topic	<p>Introduction: Overview of Discourse Analysis</p> <ol style="list-style-type: none"> 1. Waring Chapter 1 2. Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. <p>CHAPTER 1: Asking critical questions: How is discourse defined and located?</p> <p>ONLINE FORUM: students discuss key concepts and definitions</p>
Week 2: 21 September - 25 September	Topic	<p>Discourse structure I (text structure, genre and participants)</p> <ol style="list-style-type: none"> 1. Waring Chapters 2-3 – structure of texts 2. Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. <p>CHAPTER 3: Who is involved in discourse? Section 3.7 Genres</p> <p>ONLINE FORUM: students analyse features of an academic text</p>
Week 3: 28 September - 2 October	Topic	<p>Discourse structure II (structure of conversations)</p> <ol style="list-style-type: none"> 1. Waring Chapters 2-3 – structure of talk 2. Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. <p>CHAPTER 6: Why that now?</p> <p>Also recommended: Pomerantz and Feh (2011). Conversation Analysis. Chapter 9 Discourse Studies: A Multidisciplinary Introduction, edited by</p>

		<p>Dijk, Teun A. van, SAGE Publications, 2011. (a step by step guide)</p> <p>ONLINE FORUM: Post-it short film: https://youtu.be/aVgeJ5eqISM</p> <p>Watch this short film and analyse selected segments using conversation analysis techniques. The following questions should guide your analysis:</p> <ol style="list-style-type: none"> 1. What are the actions performed and who are the participants? 2. How do participants take turns? How do they know when it is their turn to talk? 3. Can you find any adjacency pairs? Repair? Observe the gaze and body language.
<p>Week 4: 5 October - 9 October</p>	<p>Topic</p>	<p>Discourse and social action (pragmatics)</p> <ol style="list-style-type: none"> 1. Waring Chapters 4-5 2. Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 5 > 5.2 Interactional sociolinguistics <p>Also recommended: Blum-Kulka, S. and Halo, M. (2011) Discourse pragmatics. Chapter 8 in Van Dijk, T. (2011) Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications</p> <p>ONLINE FORUM:</p> <p><i>students explore speech acts in conversation transcripts</i></p> <p>Short film: Job interview https://youtu.be/7W_qrc-TkR8</p> <p>Watch this video and take notes about the speech acts performed. Why is it that some of the speech acts do not work in the conversation? What does this video demonstrate about felicity conditions of speech acts?</p>
<p>Week 5: 12 October - 16 October</p>	<p>Topic</p>	<p>Discourse and identity I (Facework)</p> <ol style="list-style-type: none"> 1. Waring Chapter 6 2. Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 4: What is it that's going on

		<p>here?. (sections on face and facework and CHAPTER 3 – sections on communities of practice and membership categorisation.</p> <p>Also recommended:</p> <p>West, L and Trester (2013) Facework on Facebook: Language of new media. Chapter 8 in Tannen, D. and Trester, A.M. (ed.) Discourse 2.0. Georgetown University Press.</p> <p>ONLINE FORUM: students discuss facework on Facebook.</p>
<p>Week 6: 19 October - 23 October</p>	<p>Topic</p>	<p>Discourse and Identity II</p> <ol style="list-style-type: none"> 1. Waring Chapter 7 2. De Fina, A. (2011) Discourse and identity. Chapter 13 in Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, Chapter 7 <p>Also recommended:</p> <p>Simon Goodman & Susan A. Speer (2007) Category Use in the Construction of Asylum Seekers, Critical Discourse Studies, 4:2, 165-185, DOI: 10.1080/17405900701464832</p> <p>Hatoss, A. (2012). "Where are you from? Identity construction and experiences of 'othering' in the narratives of Sudanese refugee-background Australians." Discourse & Society 23(1): 47-68.</p> <p>ONLINE FORUM: student upload a short news item and explore membership categorisation: how do newspapers refer to events and people? What do these choices tell us about ideology and representation?</p>
<p>Week 7: 26 October - 30 October</p>	<p>Topic</p>	<p>Discourse and ideology I (CDA theory)</p> <ol style="list-style-type: none"> 1. Waring Chapter 8 2. Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 8: How do discourse and social change drive each other? <p>Also recommended:</p> <p>Fairclough, N. and Wodak, R. (2011) Critical</p>

		<p>Discourse Analysis. Chapter 17 in Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, 2011.</p> <p>Van Dijk, T. (2011) Discourse and ideology. Chapter 18 in Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, 2011.</p> <p><i>Students present project ideas</i></p> <p>ONLINE FORUM: Students discuss current political discourse/news story and explore ideology in text.</p>
Week 8: 2 November - 6 November	Topic	<p>Discourse and ideology II (multimodality)</p> <p>1. Waring Chapter 9</p> <p>Also recommended:</p> <p>Romagnuolo, A. (2009) Political discourse in translation: A corpus-based study Translation and Interpreting Studies 4:1 (2009), 1–30. doi 10.1075/tis.4.1.01rom</p> <p>Dimitris Serafis, Sara Greco, Chiara Pollaroli & Chiara Jermini-Martinez Soria (2019) Towards an integrated argumentative approach to multimodal critical discourse analysis: evidence from the portrayal of refugees and immigrants in Greek newspapers, Critical Discourse Studies, DOI: 10.1080/17405904.2019.1701509</p> <p>ONLINE FORUM: students post a multimodal text: magazine cover or advertisement and discuss the social semiotic aspects of what meaning is conveyed with what tools</p>
Week 9: 9 November - 13 November	Reading	No class scheduled.
Week 10: 16 November - 20 November	Reading	No class scheduled.

Resources

Prescribed Resources

- Waring, Hansun Zhang (2018) Discourse analysis: The questions discourse analysts ask and how they answer them. Routledge. eBook UNSW Library
- Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. eBook UNSW Library.

Recommended Resources

Recommended eBooks in UNSW Library

- Van Dijk, T. A. (ed.) (2011) Discourse Studies: A Multidisciplinary Introduction, SAGE Publications, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=689451>
- Paltridge, Brian (2012) Discourse analysis: An introduction. 2nd ed. Bloomsbury. eBook in UNSW Library.
- Hyland, K., et al. (2011). Bloomsbury Companion to Discourse Analysis. London, UK, Bloomsbury Publishing Plc.
- Biber, D., & Conrad, S. (2009). Register, genre, and style. Retrieved from <https://ebookcentral.proquest.com>
- Titscher, Stefan, et al. Methods of Text and Discourse Analysis : In Search of Meaning, SAGE Publications, 2000. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=483313>.

Websites of key scholars:

- Teun van Dijk
- Gail Jefferson
- Charles Antaki

Journals

- Discourse and Society
- Discourse and Communication
- Discourse Processes
- Critical Discourse Studies

Course Evaluation and Development

It is important that students have a clear understanding of the course objectives. Students in past courses valued the flexibility in choosing their own projects and the ability to focus on the discourse methods and text types that were most relevant to their profession or chosen interest. This aspect of the course has been kept. Some students expected to cover analytical tools more in-depth, therefore the scope of the course was narrowed down and the content was shifted from broad discourse approaches to selected key methods. Also, two new textbooks have been chosen: one to provide analytical tools and one to provide in-depth theory. In addition, weekly readings, case studies and short films have been selected to provide illustration of various methods. These activities will form the basis of the weekly in-class discussions. Students who have no prior knowledge of linguistic concepts may find this course

challenging.

Student feedback will be gathered through one-minute papers weekly.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.