Philadelphia University
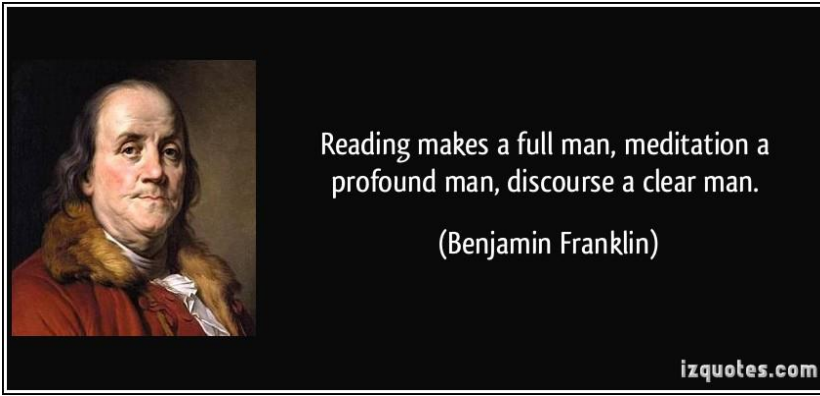
Faculty of Arts
Department of English Language & Literature
1st Semester 2018/ 2019

Course Syllabus

Course Title: Discourse Analysis Level: 4th year Prerequisite: Syntax and Morphology (120324)	Course Code: 120424 Credit Hours: 3 Lecture Time: 10:10-11: 00
Lecturer's Name: Dr. Hanan Ali Amaireh **Rank: Assistant Professor** **Office Number: 406** **Office Hours: Sundays, Tuesdays & Thursdays: 9:10-10:00** **E-mail: hamaireh@philadelphia.edu.jo** **Phone: + 962-64799000** **Ext: 2367**	

Reading makes a full man, meditation a profound man, discourse a clear man.

(Benjamin Franklin)

izquotes.com

Course Description:

This course aims at providing students with the necessary information and skills that enable them to look into the English utterance beyond the sentence level in both spoken and written context, and those that enable them to analyze discourse in the light of the models and theories that investigate discourse in its formal and textual contexts. These skills should help the students see what impact meaning has on the utterance in terms of its social and textual contexts. Eventually, this will help students speak and write the language in a way that best represents its social implications as they occur in the real- life situations. The political speeches and discussion papers of King Abdullah will also be discussed. They will also be compared to how female speakers use language such as discussing the use of language in the speeches of Queen Rania. Corpus analysis will be taught to students by using software called AntConc which is for quantitative analysis.

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Course Aims /Purposes/Objectives:

The course aims at introducing the learners to the emergence of discourse analysis, discussing the following central topics: the definition of discourse, discourse and sentences, cohesive devices (e.g., connectives, verb form, reference, and substitution). The course also provides some background information on speech acts and conversational analysis. Furthermore, the various approaches to teaching discourse are discussed in detail. Moreover, the role of politeness in discourse is thoroughly addressed. Also, the cultural dimension is discussed and stressed as an important factor in analyzing texts.

Teaching Methods: (Lectures, Discussion Groups, Tutorials, Problem Solving, Debates…etc)

1. Lectures: three hours per week.
2. Assignments: The students are asked to read the textbooks in advance.
3. Reports: The students are asked to prepare oral reports about teaching discourse.
4. Projects: The students are asked to choose a text and analyze it.

Course /Course Components:
   1. **Books (author(s), title, publisher, year of publication)**
      Text Book(s):

Paltridge, B. (2008). *Discourse Analysis*. London: Continuum.

Coulthard, M. (1985) *An Introduction to Discourse Analysis*, 2nd edition, England: Longman.

Gee, J. (1999). *An introduction to Discourse Analysis: Theory and Method*. New York: Routledge.

Stubbs, M. (1983). *Discourse analysis: The sociolinguistic analysis of natural language*. Oxford: Blackwell.

Salkie, R. (1995). *Text and Discourse Analysis*. London: Routledge.

   2. **Supplementary Readings (Books, Periodicals….. etc)**

Cook, Guy. (1989). *Discourse*. Oxford: Oxford University Press.
Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
Hardy, C., Grant, D., Keenoy, T., Oswick, C. & Phillips, N. (2004) Organizational Discourse. Special issue of *Organization Studies*, 25 (1).
Mann, W. C. and Thompson, S. A. (1987). *Rhetorical structure theory: A theory of text organization.* Technical Report ISI/RS-87-190, Information Sciences Institute, University of Southern California.

Ochs, E. (1997) Narrative. In T.A. Van Dijk (ed.), *Discourse as structure and process: Discourse studies vol. 1 – A multidisciplinary introduction* (pp. 185–207). London: Sage.

Schegloff, E. (1996) Turn organization: One intersection of grammar and interaction. In E. Ochs, E. Schegloff & S. Thompson (eds), *Interaction and grammar* (pp. 52–133). Cambridge: Cambridge University Press.

Schiffrin, D. (1987) *Discourse markers*. Cambridge: Cambridge University Press.

_____. (1994) *Approaches to discourse*. Oxford: Basil Blackwell.

Sperber, D. & Wilson, D. (1986). *Relevance: Communication and Cognition*. Oxford: Blackwell.

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

a. *Knowledge & Understanding:* (Students should):
- know the various theories and the different linguistic schools of   discourse analysis,
- know how to define discourse analysis,
- understand and be able to explain all the important cohesive devices used in discourse analysis, and
- be able to discuss and explain the concepts related to the different approaches used in teaching discourse in general and in teaching conversation in particular.

b. *Cognitive Skills (Thinking & Analysis):* (students should)
- be able to use appropriate analytical skills when analyzing any piece of discourse,
- be able to identify the various connecting devices used in different texts, and
- read texts critically, developing an observing eye for spotting weaknesses that lead a piece of discourse towards incohesiveness.

c. *Communicative Skills (Personal and Academic): (students should)*
-use the various connecting devices towards achieving cohesiveness when writing texts themselves, and
- design teaching methods focused on teaching discourse in general and conversation in particular.

d. *Practical and Subject Specific Skills (Transferable Skills) (students should)*
- display presentational skills through the oral presentations they participate   in,
- write better essays, and
- display better cross – cultural communication skills.

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Assessment and Marks' Division

Modes of Assessment	Score	Week	Date
First Exam	20	6	14 -25 November 2018
Second Exam	20	12	19-30 December 2018
Assignments/ Seminars/ Projects / Quizzes / Tutorials, Reports, Research Projects, Presentations	20		
Final Exam	40	15/16	26 January 2018 -to 2 February 2018
Total	100		

Course / Course Academic Calendar:

Week		Basic & Support Material to be covered	Overload Works
1	Introduction	A paper on Discourse & Discourse Analysis	
2	Discourse types, categories, communicative intent		
3	Cohesion	A paper on Cohesion	
4	Coherence	A paper on Coherence	
5	Context and contextualization	A paper on Tex & Context	

5		
6	Speech act theory, conversational maxims	A paper on Speech acts
7	Ethnography of communication	A paper on Communication
8	Conversational analysis	
9	Variation analysis	
10	Thematic groupings, thematic discontinuity	
11	Discourse-pragmatic structuring of sentences	A paper on Pragmatics
12	Foreground and background information	
13	Rhetorical Structure Theory	A paper on Rhetoric
16	**Final Exam**	

Expected Workload:

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

Attendance Policy
Absence from lectures and /or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Course Policies:
1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

5. Participation is an essential part of the course work. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.

References:
Books
Austin, J. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.

Coulthard, M, (1985). *An introduction to Discourse Analysis*. London: Longman.

Duranti and C. Goodwin. (1994). *Rethinking Context. Language as an Interactive Phenomenon* (eds). Cambridge: Cambridge University Press.

Leech, G. (1983). *The Principles of Pragmatics*. London: Longman.

Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Searle, J. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.

Torffing, J. (1999). *New Theories of Discourse*. Oxford: Blackwell.

Journals
Van Dijk, T.A. (1997a) The study of discourse. In T.A. Van Dijk (ed.), *Discourse as structure and process: Discourse studies vol. 1 – A multidisciplinary introduction* (pp. 1–34). London: Sage.

_____. (1997b) Discourse as interaction society. In T.A. Van Dijk (ed.), *Discourse as social interaction: Discourse studies vol. 2 – A multidisciplinary introduction* (pp. 1–38). Newbury Park, CA: Sage.

Websites
http://extra.shu.ac.uk/daol/resources/#software

http://www.fullbooks.com

http://www.discourses.org/download/articles

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1.Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

* Book

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983). *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) Real English*: the grammar of English dialects in the British Isles*, London, Longman.

* Paper in a journal of magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993.

<http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting*

Electronic Sources on the Internet. 25 November 1996.

<http://falcon.eku.edu/honors/beyond-mla/> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

http://owl.english.purdue.edu/owl/resource/557/01

http://wally.rit.edu/internet/subject/apamla.htm

Good luck
Dr. Hanan Amaireh