

**Module Syllabus**

<b>Module Title: Discourse Analysis</b> <b>Level: M.A</b> <b>Prerequisite (s): none</b> <b>Co requisite(s):</b>	<b>Module Code: 0120722</b> <b>Credit Hours: 3</b> <b>Lecture Time: Wednesday 4:00-7:00</b>
<b>Lecturer's Name: Dr. Khalil Nofal</b> <b>Rank: Associate Prof.</b> <b>Office Number:</b> <b>Office Hours: Wednesday 3:00-4:00</b> <b>Phone:</b> <b>Ext:2601</b> <b>E-mail: knofal@philadelphia.edu.jo</b>	

**Module Coordinator: Dr. Khalil Nofal**

**Module Description:**

Discourse analysis is a comparatively new discipline still defining its frontiers, problems and methodology and in so doing it draws on a variety of diverse disciplines, such as linguistics, anthropology, philosophy, psychology, sociology, and etc. The course delves different paradigms of discourse analysis (formalist and functionalist). It will provide an extensive overview of the many and diverse approaches and models in the study of discourse. It will study discourse in communicative context (both spoken and written). Different modes of discourse encode different representations of experience which constitute a way of looking at the world. The course will rely on different practical models techniques (such as RST and GMDA) for analyzing discourse in context. The course also traces the historical development of discourse analysis (from Harris to the present time).

**Aims (Module Purpose/Objectives):**

1. To introduce students to recent developments in discourse analysis.
2. To examine in detail a range of current theoretical paradigms for analyzing discourse or talk including speech act theory, Interactional sociolinguistics, ethnography of communication, conversation analysis, variation analysis, inter alia.
3. To enable students to develop theoretically knowledge about the relationships between language and context and the ways pieces of discourse get contextualized.

4. To introduce students to main differences which exist between competing theories and approaches to discourse.
5. To encourage students to develop their own abilities to apply different discourse models to talk-in-interaction.
  
6. To enable students to develop a linguistic and cognitive sense of discourse coherence.
  
7. To enable students to have good knowledge about discourse structure and organization in terms of different discourse concepts, such as topic.

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

The module will be delivered in the form of lectures and class discussions. Lectures will provide an introduction to the theoretical issues under consideration. Each week students will be expected to prepare for the lectures/discussions by reading the particular extracts of theoretical material in the course reader. These extracts will form the basis for the close debate of key issues in the class sessions. The class discussion will provide the opportunity for a detailed consideration, application and critique of the issues or theoretical paradigms in question. In order that students are properly prepared for these sessions preparatory reading of primary and secondary criticism is strongly recommended. The student may have pop quizzes at any time the lecturer finds suitable. Each student should have at least one presentation during the semester.

**Course/ Module Components:**

**Books (title ,author(s),publisher, year of publication)**

- Coulthard, Malcolm (1977) *An introduction to discourse analysis*. London: Longman.
- Fairclough, N. (1992) *Discourse and social change*. Cambridge: Polity Press.
- Fairclough, N. (1995) *Critical discourse analysis: The critical study of language*. Language in Social Life Series. London: Longman.
- Fairclough, Norman (2003) *Analysing Discourse: Textual Analysis for Social Research*. London and New York: Routledge.
- McCarthy, M. (1991) *Discourse analysis for language teachers*. Cambridge; Cambridge University Press.
- Schiffrin, D. (1987) *Discourse markers*. Cambridge: Cambridge University Press.
- Searle, J.R. (1969) *Speech acts: An essay in the philosophy of language*. London: Cambridge University Press.
- Searle, J.R. (1979) *Expression and meaning: Studies in the theory of speech acts*. Cambridge and New York: Cambridge University Press

1. **Support Material(s): a/v mater**
2. **Supplementary Readings (Books, Periodicals..... etc)**  
**Study Guide(s) (if available)**  
**Homework and Laboratory Guide(s) (if applicable):**

**Contribution to Program Learning Outcomes:**

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

**a. Knowledge & Understanding:**

1. To know the theories and the schools of discourse analysis,
2. To understand the important models and tools used in discourse analysis
3. To understand the major developments in terms, concepts and artifacts in discourse theory.
4. To have a general knowledge of the key theoretical issues which have influenced development of discourse analysis.

**b. Cognitive Skills (Thinking & Analysis):**

1. To understand a variety of discursive terms and concepts
2. To better comprehend the relationship between language and context.
3. To identify the various connecting devices used in different texts, and
4. To identify the differences between widely differing theories about discourse structure, organization and coherence.
5. To read texts critically, developing an observing eye for spotting weaknesses that lead a piece of discourse towards in-cohesiveness and lack of discourse.
6. to use appropriate analytical skills and methods in analyzing any piece of discourse

**c. Communicative Skills (Personal and Academic)**

1. To develop self-consciousness about discourse structure, organization and coherence.
2. To apply a variety of discourse theories to the analysis of different stretches of discourse.
3. To use a wide-ranging discourse terms, concepts and vocabulary.

**d. Practical and Subject Specific Skills (Transferable Skills)**

1. To manage own learning time and learning activities
2. To undertake independent scholarly research and exercise independent judgment about the structure, organization and coherence in discourse.
3. To organise and to present information and arguments about various topics in (both oral and written) English and Arabic texts.
5. To analyze, interpret, organize and structure properly different text types in English.

  
**Philadelphia University**  
**Faculty of Arts**  
**Department of English**  
**1<sup>st</sup> Semester, 2018/2019**

**Assessment Instruments**

Modes of Assessment	Score	Date
Mid-term Exam	30	
Assignments / Seminars / Projects / Quizzes / Tutorials ,Reports, Research Projects, Presentations	30	
Final Exam	40	
<b>Total</b>	<b>100</b>	

**Documentation and Academic Honesty**

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

**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. (1994,3<sup>rd</sup> 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.



**Philadelphia University**  
**Faculty of Arts**  
**Department of English**  
**1<sup>st</sup> Semester, 2018/2019**

---

**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/lpb/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>

**2. Protection of Copyright**

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. ([www.cla.co.uk](http://www.cla.co.uk)).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

**3. Avoiding Plagiarism**

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

  
**Philadelphia University**  
**Faculty of Arts**  
**Department of English**  
**1<sup>st</sup> Semester, 2018/2019**

---

**Course / Module Academic Calendar:**

Week	Book	Chapter	Material
(1)	Discourse	1.	What is discourse
(2)		2.	Formal links
(3)		3.	Why formal links are not enough
(4)		4.	Two views of discourse structure ; As product and as process
(5)		5.	Discourse as dialogue
(6)	Discourse Analysis	1.	What is discourse analysis
(7)		2.	Discourse and society
(8)		3.	Discourse and pragmatics
(9)		4.	Discourse and conversation
			Mid-Term exam
(10)	Approach to Discourse	6.	Discourse and grammar
(11)		9.	Doing discourse analysis
(12)		10.	Structure and function
(13)		11.	Test and context
(14)		12.	Discourse and communication
(15)		Final Exam	

For each chapter, there is an assignment consisting of questions for you to answer. Some of the questions are comprehension questions, to check your understanding of the material, and others are exercises intended to improve your understanding of the concepts by applying them to the analysis of specific problems

**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.

**Module/ 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.

  
**Philadelphia University**  
**Faculty of Arts**  
**Department of English**  
**1<sup>st</sup> Semester, 2018/2019**

---

5. Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing beforehand 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.

Text Book(s):

Schiffrin, D. (1994) *Approaches to discourse*. Oxford: Basil Blackwell.

McCarthy, M. (1983) *Discourse Analysis for Language Teachers*. Cambridge University Press

Coulthard, M. (1985) *An Introduction to Discourse Analysis*. Longman

**References:**

- **Books**

Van Dijk, T.A. (1991) *Racism and the Press*. London: Routledge.

Van Dijk, T.A. (1993) *Elite Discourse and Racism*. Newbury Park, CA: Sage.

Levison, Stephen C. (1983) *Pragmatics*. Cambridge: Cambridge University Press.

Ford, C.E. (1993) *Grammar in Interaction: Adverbial Clauses in American English Conversations*. Cambridge: Cambridge University Press.

Austin, J. (1962). *How To do Things With Words*. Oxford: Oxford University Press.

Blakemore, D. (1987). *Semantic Constraints on Relevance*. Oxford: Blackwell.

Sperber, D. & Wilson, D. (1986). *Relevance: Communication and Cognition*. Oxford: Blackwell; Cambridge, Mass.: Harvard University Press. Second edition 1995.

- **Journals**

Chafe, W. (1976) Givenness, contrastiveness, definiteness, subjects, topics and points of view. In Charles Li ed. *Subject and topic*. New York: Academic Press.

Chafe, W. (1980) The deployment of consciousness in the production of a narrative in Wallace Chafe ed. *The Pear stories: Cognitive, cultural, and linguistic aspects of narrative production* Norwood NJ: Ablex publishing Co. 9:50.

Chafe, W. (1988) Linking Intonation Units in Spoken English. In John Haiman and Sandra A. Thompson (eds.) *Clause Combining in Grammar and Discourse*. Amsterdam: John Benjamins Publishing Company. 1-29.

Chafe, Wallace and Johanna Nichols (eds) (1986) *Evidentiality : the linguistic coding of epistemology*. Ablex, Norwood, N.J.

Duranti, Alessandro and Charles Goodwin (1992) *Rethinking context: language as an interactive phenomenon*. NY: Cambridge University Press.

Goffman, Erving (1979) *Footing*. *Semiotica* 25 1-29.

Hobbs, Jerry 1979. *Coherence and Coreference*. *Cognitive Science*, 3(1), 67-82.

Hymes, Dell S. 1972. *Models of the Interaction of Language and Social Setting*. *Journal of Social Issues* 23(3).

Récanati, F. (1994) Contextualism and anti-contextualism in the philosophy of language, in *Foundations of Speech Act Theory: Philosophical and Linguistic Perspectives*, S. Tsohatzidis, Ed. London: Routledge, 156-166.

Grice, H. (1975) 'Logic and Conversation', in P. Cole and J. Morgan (eds) *Syntax and Semantics*, Vol. 3: *Speech Acts*, pp. 68-134. New York: Academic Press.



  
**Philadelphia University**  
**Faculty of Arts**  
**Department of English**  
**1<sup>st</sup> Semester, 2018/2019**

---

Schegloff, E. (1984) On some questions and ambiguities in conversation. In J.M. Atkinson & J. Heritage (eds), *Structures of social action: Studies in emotion and social interaction*. Cambridge: Cambridge University Press. 28–51

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

Mann, William C., and Sandra A. Thompson. 1987. Rhetorical Structure Theory: a theory of text organization. In *The structure of discourse*, ed. by Livia Polanyi. Norwood, NJ: Ablex.

Filliettaz, L. and Roulet, E. (2002) The Geneva Model of Discourse Analysis: an interactionist and modular approach to discourse organization. *Discourse Studies*, 4 (3), 369-392.

Van Dijk, T.A. (1989) ‘Structures of Discourse and Structures of Power’, in J.A. Anderson (ed.) *Communication Yearbook* 12, pp. 18–59.

Note: the list of references is not complete. The lecturer will provide the students with other references in due time.

- Websites

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

<http://www.fullbooks.com>

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