

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2015-2016 MLCS 583 B1: Applied Linguistics - Discourse Analysis
(Winter Term)

Instructor: *Professor Elisabeth Le*
Office: *Arts 209-B*
Telephone: - Fax: 780-492-9106
E-mail: *elisabeth.le@ualberta.ca*
Personal Website: -

Time: T 14.00-16.50
Place: Arts 436
Office Hours: TBA
or by appointment
Course Website: eClass

Course Prerequisite: Consent of department

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
See explanations below
Document distributed in class
Other (please specify)
X NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes X No

Course Description and Objectives:

Discourse, be it oral, written or visual, is at the centre of all human interactions. The field of Discourse Analysis provides methods based on the scientific study of language (Linguistics) to analyse human society in all of its diversity. The goal of this course is twofold. The first is to present a general survey of the field and show the variety of its objects of analysis. The second is to emphasise the rigour of the analyses by a careful examination of the main types of methodology. Work published in English and done on different types of discourse in different languages will be discussed.

Texts:

Required text

Jones, Rodney H. 2012. *Discourse Analysis – A resource book for students*. London & New York: Routledge Blackwell.

Required articles

All articles are available on internet through the UofA library website.

- Kelsey, Darren et al. (2015). "Financial crisis and austerity: Interdisciplinary concerns in critical discourse studies". *Critical Discourse Studies*, <http://dx.doi.org/10.1080/17405904.2015.1074600>
- Hawes, Thomas (2015). "Thematic progression in the writing of students and professionals". *Ampersand*, 2: 93-100
- Bannink, Anne & Wentink, Djoeke (2015). " 'I need to confess something' : Coming out on national television". *Discourse & Communication*, 9(5): 535-558
- Ladegaard, Hans J. (2012). "The discourse of powerlessness and repression: Identity construction in domestic helper narratives". *Journal of Sociolinguistics*, 16(4): 450-482.
- Lahti, Malgorzata (2015). "Sharing cultural knowledge at work: a study of chat interactions of an internationally dispersed team". *Language and Intercultural Communication*, 15(4): 513-532.
- Mondada, Lorenza (2012). "The dynamics of embodied participation and language choice in multilingual meetings". *Language in Society*, 41: 213-235
- Blommaert, Jan (2009). "Language, Asylum, and the National Order". *Current Anthropology*, 50(4): 415-441.
- Amos, H. William (2015). "Regional language vitality in the linguistic landscape: Hidden hierarchies on street signs in Toulouse". *International Journal of Multilingualism*, <http://dx.doi.org/10.1080/14790718.2015.1103244>
- Ledin, Per & Machin, David (2015). "How lists, bullet points and tables recontextualize social practice". *Critical Discourse Studies*, 12(4): 463-481.
- Zhang, Yiqiong; Machin, David & Song, Tao (2015). "Visual forms of address in social media discourse: The case of a science communication website". *Journal of Multicultural Discourses*, 10(2): 236-252.
- Baker, Paul & Levon, Erez (2015). "Picking the right cherries? A comparison of corpus-based and qualitative analyses of news articles about masculinity", *Discourse and Communication*, 9(2): 221-236

Recommended readings

- See the textbook

Main academic journals

- *Critical Discourse Studies*
- *Discourse and Communication*
- *Discourse and Society*
- *Discourse Studies*
- *Journal of Language and Politics*
- *Journal of Pragmatics*
- *Text and Talk*
- ...

Grade Distribution (see “Explanatory Notes”):

Class discussion (in class and online)

- as a general participant 20%
- as a discussion facilitator 10% (2 x 5)

Individual reading reports (3)

- written 15% (3 x 5 – 29 March)
- oral 15% (3 x 5 – 9 Feb. to 15 March)

Research project 30% (set-up: 23 Feb.; final: 12 Apr.)

Synthesis and personal conclusion 10% (12 April)

Date of Deferred Final Exam (if applicable):

N/A

Explanatory Notes on Assignments:Discussions

Taking risks by asking questions and trying to find answers is an essential part of the learning process. For this reason, in class and online participation in group discussion is very much valued. Furthermore, each student facilitates the group discussion of 1 or 2 chapters and 1 or 2 articles (the exact number depends on the number of MA and PhD students registered in the course).

1. Your assiduous collaboration as a general participant in the discussions helps not only you make sense of the readings but also the other members of the group.
2. The respective duties of the “facilitator” and the general participants are complementary. The more active the general participants, the easier the work of the facilitator. The more adroit the facilitator, the easier the general participants’ collaboration.
3. A “facilitator” is *neither* expected to “teach” *nor* to have all the answers. S/he starts the discussion by sharing her/his questions or remarks and by inviting others to take part in an exchange of ideas.
4. The facilitator makes sure that each member of the group is active in the discussion.
5. The chapter facilitator is also responsible for leading the discussion on the chapter exercises.

Individual reading reports

Explore the field of Discourse Analysis by choosing 3 research articles (not included in the course requested readings). You will present your articles to the entire group orally as well as hand in a written report. Your written reports should include a short summary, your reasons for choosing this article and your personal critical comments. More information on eClass. (about 3 double-spaced pages each)

Research project

Students will analyze a written or oral text (300-500 words) of their choice. Their paper must include: presentation of the text (to be given in an appendix) and justification of its choice, explanation of methodology and justification of its choice, analysis, results and interpretation. The paper should be 10-15 pages long double-spaced (excluding bibliography and the appendix).

Synthesis and personal conclusion

On the basis of your readings, discussions, and your own reflection, you will *write your own synthesis and conclusions* on the field of Discourse Analysis. You will relate your previous and new knowledge on the topic, and you will comment on new questions that you now have. Please, note that your personal synthesis and conclusion are not evaluations of the course. Their goal is to make you reflect more explicitly on your learning experience so as to facilitate your further exploration of knowledge. (about 1500 words)

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that directs discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice (<http://www.ombudservice.ualberta.ca/>).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.sds.ualberta.ca).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“**MLCS Graduate Grading Scale**”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

MLCS Graduate Grading Scale

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure