

LINGUISTICS 481 – DISCOURSE ANALYSIS

Course Syllabus
Department of Linguistics - Simon Fraser University – Fall Semester 2008

INSTRUCTOR: **DR. MAITE TABOADA**

Class: ~~Class BOA BOC Class SYS 2:304102T Bu 120 (or 2303 20 Feb) 0955~~

COURSE DESCRIPTION

This course provides an introduction to the analysis of discourse and dialogue. Discourse here is defined as the study of the organization of language above the sentence level, but also as any manifestation of language in context. Dialogue is defined as an instance of language that involves interaction between two or more people.

The course will provide an overview of the phenomena included in the study of discourse and dialogue, from linguistic, psycholinguistic and computational points of view. Students will read original and recent work in these areas, and will be encouraged to collect, analyze and process their own data.

PREREQUISITES

12 credit hours of upper-division Linguistics courses

REQUIRED TEXT

Readings available on-line. Links to those are provided from the course web site.

COURSE EXPECTATIONS

1. Students are expected to attend all classes and to arrive on time so that classes may begin promptly. Announcements will be made at the beginning and end of classes regarding the class schedule and all the materials covered in the assigned readings and lectures.
4. Students will be respectful of other students and the instructor. In particular, students will not talk while the instructor or another student is talking.
5. Students should familiarize themselves with the Department's Standards on Class Management and Student Responsibilities at:
<http://www.sfu.ca/linguistics/undergraduate/standards.html>
6. Academic dishonesty in all forms violates the basic principles of integrity and thus impedes learning. More specifically, academic dishonesty is a form of misconduct that is subject to disciplinary action and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism.

Tutors, editors, or any other types of outside help are not allowed. Exceptions are the assistance provided through the Student Learning Commons (see below, under Resources).

For more information on academic honesty and student conduct, please visit the following websites:

<http://students.sfu.ca/calendar/generalregulations.htm#Xad1087038>

<http://www.sfu.ca/policies/teaching/index.htm>

If a student is found guilty of plagiarism or other form of academic dishonesty on a class paper, an assignment, or an exam, an academic dishonesty report will be written for that student. This report is filed in the department. The student receives a grade of zero for the paper, assignment, or exam. If more than one academic dishonesty report has been filed for a student, the case can be presented to the University Board on Student Discipline.

7. Please note that students requiring accommodations as a result of a disability must contact the Center for Students with Disabilities (778-782-3112 or csdo@sfu.ca).
8. All student requests for accommodation for religious practices must be made in writing by the end of the first week of classes or no later than one week after a student adds a course.

E-MAIL POLICY

You are welcome to submit questions and comments via e-mail. Please keep the following in mind when sending your message.

1. I cannot always respond to messages late in the evening or on weekends. If you send a message late on Friday or during the weekend, I might not reply until the following week.
2. I can only respond to questions that can be answered in a sentence or two. Questions requiring longer replies should be asked in class or during office hours.
3. Please proof-read your e-mail message to make sure that your question is clear. In addition, I would appreciate questions that are expressed in an appropriately polite manner.
4. Please always sign your name and the course number. Make sure the Subject line contains the name of the course ("Ling 481"). Anonymous messages will not be answered. Further, if your message does not clearly address the content of the course, or the Subject line is simply "hi", there is a good chance that it will be automatically classified as spam, and discarded.
5. Because of the large number of e-mail messages that I receive, it may be several days before I am able to reply to your message. It is often easier and faster to ask a question in class or during office hours. I may also provide answers in class, instead of replying to individual e-mail messages.

COURSE GRADE

The final grade will be calculated according to the percentages below. The final grade will take into account class attendance and participation (especially for students who are close to the next letter grade).

There will be 3 or 4 assignments, a presentation in class and a final paper. More detail on each of these will be provided throughout the semester.

COMPONENT	WEIGHT
Assignments	40%
Class presentation	20%
Final paper	40%

Percentage scores on assignments and other course components will be based on objective criteria. Final letter course grades will be computed from percentage scores on all the course components. The following table provides a rough estimate of grade breakdowns for the final grade. Due attention will be given to the verbal descriptions listed below. There is no university-wide standard scale. An instructor adopts a grade scale appropriate to the level and content of the course.

96-100%	A+	Extraordinary performance	66-70%	C+	Satisfactory performance
91-95%	A	Excellent performance	61-65%	C	
86-90%	A-		56-60%	C-	Marginal performance
81-85%	B+	50-55%	D		
76-80%	B	Good performance	< 50%	F	Unsatisfactory performance
71-75%	B-				(fail)

GRADE APPEALS

If a student wishes to contest the marking of an exam, assignment or paper, the instructor can agree to remark his/her entire exam at the instructor's convenience and not in front of the student. A grade reconsideration may raise the grade, lower the grade, or leave the grade unchanged, as stated in Policy T20.01, clause IV.2.

The only reason a grade change will be made is if there is an arithmetic error or if it has been determined that the exam, assignment or paper deserves a lower grade or a higher grade after it has been remarked.

The following *are not* reasons for reconsideration of a grade:

- The student is on probation.
- The student wants to get into Business or any other program.
- The student worked hard and thinks this should be a factor.
- The student does not like the grade scale.
- The student's score is x% below the next grade and would like the instructor to ignore the difference.

RESOURCES

A number of resources are available to the students in the class.

The SFU Learning Commons is available to all SFU students, and provides assistance with learning, academic writing and reading strategies (<http://learningcommons.sfu.ca/>).

The course web page also lists a number of website and resources. Please check it frequently, and make sure you avail yourself of all the tools that you may need.

TOPICS AND READINGS

The following list is subject to change, depending on students' interests. These are suggestions, and students are encouraged to consult other readings, especially when preparing for assignments, presentations and papers. Note also that readings may be added; you should always consult the web version of the syllabus and schedule.

1. INTRODUCTION

- Brown, Gillian and George Yule. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press. Chapter 1. Introduction: Linguistic forms and functions (pp. 1-26).

2. DISCOURSE DATA

- Du Bois, John W., Stephan Schuetze-Coburn, Susanna Cumming and Danae Paolino. (1993). Outline of discourse transcription. In J. A. Edwards and M. D. Lampert (Eds.), *Talking Data: Transcription and Coding in Discourse Research*. Hillsdale, NJ: Lawrence Erlbaum. (pp. 45-89).
- Hatch, Evelyn and Anne Lazaraton. (1991). *Design and Statistics for Applied Linguistics*. Boston: Heinle and Heinle. Chapter 5. Coding and displaying frequency data (pp. 129-158).
- Mosegaard Hanse, Maj-Britt. (1998). *The Function of Discourse Particles: A Study with Special Reference to Spoken Standard French*. Amsterdam and Philadelphia: John Benjamins. Chapter 6. Discourse units (pp. 113-128).

3. GENRES AND REGISTERS; WRITTEN AND SPOKEN LANGUAGE

- Crystal, David. (1995). Speech and writing. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. (pp. 291-293).
- Eggins, Suzanne. (2004). *An Introduction to Systemic Functional Linguistics*. London: Continuum. Chapters 3 and 4. Genre: Context of culture in text and Register: Context of situation in text (pp. 54-112).

4. ROLE OF CONTEXT IN INTERPRETATION OF DISCOURSE; SPEECH ACTS

- Mey, Jacob L. (2001). *Pragmatics: An Introduction* (2nd ed.). Malden, Mass: Blackwell. Chapter 3. Context, implicature and reference. (pp. 39-66).
- Sadock, Jerrold. (2004). Speech acts. In L. R. Horn and G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 53-73). Malden, MA: Blackwell.
- Grice, H. P. (1975 [1996]) Logic and conversation. In P. Martinich (Ed.) *The Philosophy of Language*. Oxford: Oxford University Press. (pp. 156-167).

5. CONVERSATIONAL ORGANIZATION

- Sacks, Harvey, Emmanuel Schegloff and Gail Jefferson. (1974). A simplest systematics for the organization of turn-taking in conversation. *Language*, 50, 696-735.
- Tsui, Amy B. M. (1989). Beyond the "adjacency pair". *Language in Society*, 18(4), 545-564.
- Brown, Penelope and Stephen C. Levinson. (1999 [1987]). Politeness: Some universals in language usage. In A. Jaworski and N. Coupland (eds.) *The Discourse Reader*. London: Routledge. (pp. 321-335).

6. DISCOURSE TOPIC; SENTENCE TOPIC; INFORMATION STRUCTURE

- Brown, Gillian and George Yule. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press. Chapter 3. Topic and the representation of discourse context (pp. 68-124).
- Gundel, Jeanette K. and Thorstein Fretheim. (2004). Topic and focus. In L. Horn and G. Ward (Eds.), *The Handbook of Pragmatics*. Malden, Mass: Blackwell. (pp. 175-196).

7. COHESION AND REFERENCE

- Hatch, Evelyn. (1992). *Discourse and Language Education*. Cambridge: Cambridge University Press. Chapter 6. Coherence, cohesion, deixis and discourse (pp. 209-234).
- Grosz, Barbara J., Aravind K. Joshi and Scott Weinstein. (1995). Centering: A framework for modeling the local coherence of discourse.

Discourse in educational settings

Temple Adger, C. (2001) Discourse in educational settings. In D. Schiffrin, D. Tannen and H. Hamilton (Eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 503-517).

Discourse across cultures

Blum-Kulka, Shoshana, Juliane House and Gabriele Kasper. (1989). Investigating cross-cultural pragmatics: An introductory overview. In *Cross-Cultural Pragmatics: Requests and Apologies*.