



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SILABUS
MATA KULIAH : Discourse Analysis**

FRM/FBS/19-00

Revisi : 00

31 Juli 2008

Hal.

Fakultas	: Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Mata Kuliah & Kode	: Discourse Analysis Kode PEN 208
Jumlah SKS	: Teori 2 SKS Praktik : SKS
Semester	: VI
Mata Kuliah Prasyarat & Kode	: Introduction to Linguistics
Dosen	: Dwiyani Pratiwi, M.Hum

I. DESKRIPSI MATA KULIAH

This course aims to examine how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users. It provides insights into the problems and processes of language use and language learning, and is therefore of great importance to language teachers. Then, it also aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching.

This course is mostly theoretical in which students are engaged in lectures, discussions and literature studies. Assessment is conducted in terms of students' classroom participation and performance, assignments, mid and final tests.

II. STANDARISASI KOMPETENSI MATA KULIAH

After this course, the students are expected to 1) to understand the scopes of discourse analysis that will be beneficial in language learning, 2) to be able to analyze language use in a wide range of discourse types, and 3) to know the contribution of discourse analysis in language teaching.

III. POKOK BAHASAN DAN RINCIAN POKOK BAHASAN

Minggu Ke	Pokok Bahasan	Rincian Pokok Bahasan	Waktu	Sources
I	Course Orientation	Presentation of the course, the participants, assessment of background knowledge, course objectives and participants' expectations and professional goals, and the significance of learning DA for language teaching	100'	Syllabus
II-III	What is discourse analysis?	a. What are discourse and discourse analysis? 1. A brief historical overview 2. Context	200'	Nunan, 1993, Ch. 1; McCarthy, 1991, Ch. 1; Cook, Ch. 1 1989



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		3. Spoken vs written language		
IV-V	<ul style="list-style-type: none"> Discourse analysis and grammar Discourse analysis and vocabulary 	a. Grammatical cohesion and textuality b. Lexical cohesion	200'	Nunan, 1993, Ch. 2; McCarthy, 1991, Ch. 2 & 3; Cook, 1989, Ch. 2; Cutting, 2002, Ch. 2; Halliday, 1976
V-VI	Discourse structure	a. Discourse Structure b. Conversation Analysis c. Interaction and Transaction Talk	200'	Cook, 1989, Ch. 4; McCarthy, 1991, Ch. 5; Nunan, 1993, Ch. 2
VII	Information structure	a. Given and new information b. Theme and rheme	100'	Nunan, 1993, Ch. 2; McCarthy, 1991, Ch. 2
VIII	Genre and Propositional Analysis	a. Genre b. Types of genre	100'	Nunan, 1993, Ch. 2; McCarthy, 1991, Ch. 2
IX	Mid Term Examination			
X-XI	<ul style="list-style-type: none"> Coherence and Speech acts Review 	a. Functional analysis and coherence b. Speech act theory: Austin & Searle	200'	Nunan, 1993, Ch. 3; Cutting, 2002, Part A; Nunan, 1991, Ch. 2
XII	Knowledge in Discourse	a. Background Knowledge b. Frame theory c. Schema Theory	100'	Nunan, 1993, Ch. 3; Cook, 1989, Ch.6
XIII	Conversational Principles: cooperation	a. observing maxims b. flouting the cooperative principles c. relevance theory	100'	Cook, 1989, Ch. 3; Cutting, 2002, Part A
XIV	Conversation Principles: Politeness	a. negative politeness b. positive politeness c. maxims of politeness d. The social basis of conversational principles	100'	Cutting, 2002, Part B & C
XV	Discourse and Intercultural communication	Concepts and samples of intercultural communication	100'	Nunan, 1993, Ch. 3; Cook, 1989, Ch. 10
XVI	<ul style="list-style-type: none"> Discourse in language learning and teaching Developing discourse competence 	<ul style="list-style-type: none"> Two approaches to developing discourse skills The early years School years 	100'	Nunan, 1993, Ch. 4; Cook, 1989, Ch. 7



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IV. REFERENSI/ SUMBER BAHAN

A. Wajib :

Nunan, 1993. *Introducing Discourse Analysis*. Penguin English.
McCharty, 2000. *Discourse Analysis for Language Teachers*.

B. Anjuran :

Cook, Guy. 1989. *Discourse: Language Teaching-A scheme for Teacher Education*. OUP.
Coulthard, Malcolm. 1985. *An Introduction to Discourse Analysis*. Longman
Cutting, Joan. 2002. *Pragmatics and Discourse*. London: Routledge.

V. EVALUASI

No	Komponen Evaluasi	Bobot (%)
1	Classroom performance and participation	15%
2	Assignments	20%
4	Mid Term	30%
5	Final Examination	35%
Jumlah		100%

COURSE EXPECTATIONS

1. The course will also cover the discourse of/in ads, TV, film, internet, bodies, cities.
2. You are expected to attend all classes and to arrive on time so that classes may begin promptly. You are not allowed to join the class if you are late more than 15 minutes. Announcements will be made at the beginning or end of classes regarding the assigned readings and the expectations for exams and assignments.
3. You are expected to submit the assignments of the questions given the previous week. There is no excuse to be late. Earlier submission is welcomed.
4. You have to attend at least 75% of the total meetings, unless you will be not allowed to sit in final examination.
