



Faculty of Language and Arts
State University of Yogyakarta
Syllabus

Faculty : Language and Arts, Yogyakarta State University
Study Program : English Education
Subject : Discourse Analysis
Number of Credit : 2
Semester : VI
Pre-requisite Subject : -
Lecturer : Anita Triastuti, M.A.

I. Objective

- To introduce the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews etc.
- To introduce some of the key concepts in the field of discourse analysis.

II. Course Description

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, assignment, mid and final tests.

III. Teaching and Learning Strategies

The class interaction will operate cooperative learning in which students are expected to share responsibilities to make class members comprehend the topics of discussion. Class sessions will require students to actively discuss, analyze, and synthesize various exercises on discourse analysis.

IV. Course Progression

Number of meetings	Topics	Activities	Resources
1	Class Orientation	Orientation Negotiating Syllabus	Nunan's Introducing Discourse Analysis
2	Introduction to Discourse Analysis -What is discourse? - Discourse vs text - Spoken vs written language - Types of discourse	Lectures Discussion Questions and answers	Nunan (1993: 1-16) Further reading: Spoken & written language (Brown & Yule, 1983: 2-25), Types of discourse (Brown & Yule, 1983: 1-2)
3	The role of context in interpretation - Pragmatics &	Lectures Discussion Questions and	Brown & Yule (1983: 27-58)

	<p>discourse context</p> <ul style="list-style-type: none"> - The context of situation - The expanding context - The principles of local interpretation and of analogy 	answers	
4	<p>Linguistic elements in discourse</p> <ul style="list-style-type: none"> - Cohesion - Information structure - Given and new information - Theme & rheme - Genre 	<p>Lectures Discussion Questions and answers</p>	<p>Nunan (1993: 21-54) Further reading: Cohesion, substitution, and reference (Brown & Yule, 1983: 190-221) Staging and theme (the representation of discourse structure) (Brown & Yule, 1983: 125-148); Information structure (Brown & Yule, 1983: 153-169); Given/new and syntactic form (Brown & Yule, 1983: 169-184)</p>
5	<p>Making sense of discourse</p> <ul style="list-style-type: none"> - Discourse coherence - Speech acts - Background knowledge 	<p>Lectures Discussion Questions and answers</p>	<p>Nunan (1993: 59-73) Further reading: (Brown & Yule, 1983: 223-265)</p>
6	<ul style="list-style-type: none"> - How we process discourse - Conversation analysis 	<p>Lectures Discussion Questions and answers</p>	<p>Nunan (1993: 78-84) Further reading: Brown & Yule, 1983: 234-265)</p>
7	<p>Conversational style: theoretical background</p> <ul style="list-style-type: none"> - Conversational style as semantics - Style - Individual & social differences - The acquisition of 	<p>Lectures Discussion Questions and answers</p>	<p>Tannen (2005: 11-36)</p>

	<ul style="list-style-type: none"> style - Stylistic strategies - Process of conversational style - Frames and how they are signaled - Conversational style in interaction 		
8	MID-TEST		
9	<ul style="list-style-type: none"> - Negotiating meaning - Intercultural communication 	<ul style="list-style-type: none"> Lectures Discussion Questions and answers Reading Tasks 	Nunan (1993: 91-94)
10	<ul style="list-style-type: none"> Developing discourse competence - The early years: oral competence - School years 	<ul style="list-style-type: none"> Lectures Discussion Questions and answers Reading Tasks 	Nunan (1993: 98-108)
11	Discourse analysis and language teaching	<ul style="list-style-type: none"> Lectures Discussion Questions and answers 	Coulthard (1985: 146)
12	Critical discourse analysis: Discourse representation in media discourse	<ul style="list-style-type: none"> Lectures Discussion Questions and answers 	Fairclough (1995: 27)
13	Critical discourse analysis: Ideology and identity change in political television	<ul style="list-style-type: none"> Lectures Discussion Questions and answers 	Fairclough (1995: 167)
14	Critical discourse analysis: Critical language awareness and self-identity in education	<ul style="list-style-type: none"> Lectures Discussion Questions and answers 	Fairclough (1995: 217)
15	Discourse: Language, Context, and Interaction Discourse Analysis in the Legal Context by Roger W. Shuy	<ul style="list-style-type: none"> Lectures Discussion Questions and answers 	Schiffrin, Tannen, and Hamilton (2001: 437)
16	Discourse across	Lectures	Schiffrin, Tannen, and

	Disciplines: Discourse Analysis & Language Teaching by Elite Olshtain and Marianne Celce-Murcia	Discussion Questions and answers	Hamilton (2001: 707)
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V. Assessment

The final assessment is primarily based on how well students follow and internalize the process in class. Taking into account are students' participation or active contribution in all of the activities, and the accomplishment of all assignments given. Such other components as attendance (at least 75% to be eligible for a final mark), the mid and final tests contribute to the total score with the following scoring distribution:

1. Assignments and Class Participation: 30%
2. Attendance: 10%
3. Mid-Test: 25%
4. Final Test/ Final Assignment: 35%

VI. References

Coulthard, Malcolm. 1985. *An Introduction to Discourse Analysis*. UK: England: Pearson Education Ltd.

Fairclough, Norman. 1995. *Critical Discourse Analysis: The Critical Study of Language*. England: Addison Wesley Longman Limited.

Nunan, David. 1993. *Introducing Discourse Analysis*. UK: England. Penguin Group.

Schiffrin, Deborah et.al. 2001. *The Handbook of Discourse Analysis*. USA: Blackwell Publishers Inc.

Tannen, Deborah. 2005. *Conversational Style: Analyzing Talk among Friends*. New York: Oxford University Press Inc.

