

Department of English
College of Humanities
Río Piedras Campus
University of Puerto Rico

INGL 4106-OU1: Introduction to Discourse Analysis

Hours / credits: 45 contact hours / 3 credits

Semester: 2020-21, second semester

Professor: Don E. Walicek, Ph.D.

Meeting time: TTh 1:00-2:20

Format: Online

Prerequisites: None

Level: Undergraduate

Email: don.walicek@upr.edu

Office hours: Tues. 2:30-3:30,
Fri. 1:00-2:00 & by appointment

I. Course description: This introductory-level course offers a critical approach to the organization of discourse, focusing on oral and written language beyond the level of the sentence. It covers central principles of discourse analysis (DA) as well as method and theory. These will assist us in answering a variety of questions about language, writers, speakers-listeners, as well as texts. They will also allow us to carefully and systematically analyze particular constellations of texts and social contexts. You will learn to formulate interesting questions about why people use language they ways that they do. You will also learn to answer these questions in a way that allows you to move from a stretch of speech or writing or signing to the complex dynamics of form, function, and meaning. While the course readings and assignments will focus on discourse in English, its concepts and methods can be extended to analyze discourse in other languages.

II. Text: *An Introduction to Discourse Analysis: Theory and Method* by James Paul Gee (third edition), Routledge, 2011.

III. Learning Objectives:

By the end of the course, you, the student, will be able to:

- Define the basic terminology and principles of the field of DA
- Discuss the nature of the relationship between texts and contexts
- Identify some of the strengths and weaknesses of particular approaches to DA
- Apply the basic procedures and theories of DA to the analysis of a variety of types of discourse
- Analyze the effects of power relations implicit in human discourse
- Explain how to appropriately respond to the need to protect human subjects who contribute to research in DA
- Demonstrate the relevance of DA to your own daily interactions
- Use DA to better understand social problems in the society in which you live

IV. Grading and Evaluation

Grading System

A 100-90 B 89-80 C 79-70 D 69-60 F 59-0

Evaluation

*Attendance and active participation in class discussion (<u>online fora & synchronic meetings, short online exercises</u>).....	20%
Analysis of data (4 sets of exercises)	25%
Mid-term exam	20%
Oral presentation.....	10%
**Research project.....	25%
Total.....	100%

Attendance Policy: 3 unexcused absences will lower average one whole letter grade; 3 late arrivals equal one absence. Missing 3 weeks or more will result in a no pass.

**The project, which will take the form of an academic essay, includes the writing of an abstract, an introduction, and a description of methodology (among other parts). These parts will be reviewed in class.

Law 51 - Law 238

In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

V. Academic Integrity

The UPR promotes the highest standards of academic and scientific integrity. Please realize that plagiarism is a serious offense. What is plagiarism? Plagiarism is using someone else's ideas and/or words as if they were one's own. It will result in a zero. You are responsible for using proper citation when consulting and incorporating information from other sources into any assignment. Plagiarism offenses include using material downloaded from the Internet (e.g., Wikipedia's resources, study guides); copying from printed work; borrowing an idea or sentence without citing the name of the person who originated it; and using writing, concepts, or ideas formulated by another person. Plagiarizing cheats us out of the intellectual growth and experience necessary to be better learners and efficient and effective writers. Avoiding plagiarism makes us become aware, honest, and responsible learners, researchers, and writers. Citing work correctly can make your work stronger as well as more interesting and relevant than it would be otherwise.

A first offense will count as a "0" [zero] for the assignment; a second offense will result in an "F" for the course. Continued reports of plagiarism may result in action taken by the Dean of Academic Affairs and suspension or dismissal from the University of Puerto Rico. Students should consult the Undergraduate Student Manual to inform themselves about all of the possible ramifications of plagiarism.

Reglamento General de Estudiantes: Penalidades (Artículo 15):

- *Amonestación*
- *Probatoria por tiempo definido durante el cual otra violación de cualquier norma tendrá consecuencia de suspensión o separación.*
- *Suspensión de la Universidad por un tiempo definido.*
- *Separación definitiva de la Universidad.*

VI. Course calendar: *Minor adjustments will be made to this schedule in order to better meet the learning objectives of the course. Starting in week two, Tuesdays will generally be for the discussion of new material while Thursdays will be for practice, discussion, and the application of concepts, tools, and insights. All Tuesday meetings are synchronous. Approximately three Thursday meetings will be asynchronous. The dates for these will be announced after the mid-term exam.*

Week: T/Th	Tues.	Thurs.
Week 1: Jan. 19/21	Syllabus & Presentation of course	Ch. 1: Introduction
Week 2: Jan. 26/28	Ch. 2: Building tasks	Exercises Set 1 due (via Moodle)
Week 3: Feb. 2/4	Ch. 3: Tools of inquiry and discourses	
Week 4: Feb. 9/11	Ch. 4: Social languages, conversations, intertextuality	Exercises Set 2 due (via Moodle)
Week 5: Feb. 16/18	Discussion of exercises Set 1	Praxis and other connections
Week 6: Feb. 23/25	Mid-term exam	
Week 7: Mar. 2/4	March 2: official holiday Citizenship Day	Discuss exam
Mid-term grades due March 8 th		
Week 8: Mar. 9/11	Ch. 5: Form-Function Correlations, Situated Meanings, & Figured Worlds	Exercises Set 3 due (via Moodle)
Week 9: Mar. 16/18	Ch. 6: More on Figured Worlds	Discussion
Week 10: Mar. 23/25	Ch. 7: Context	Ch. 8: Discourse Analysis
Week 11: Mar. 30/Apr. 1	Exercises Set 4 due (via Moodle)	April 1: academic recess

Week 12: Apr. 6/8	Sample of Discourse Analysis 1	Preparation of group projects
Week 13: Apr. 13/15	Presentation & discussion of group project(s)	
Week 14: Apr. 20/22	Ch. 9: Processing & Organizing Language	Discussion
Week 15: Apr. 27/29	Sample of Discourse Analysis 2	Discussion
Week 16: May 4/6	Wrapping Up Research projects will be due during final exam week.	

The course is distributed across 16 rather than 15 weeks due to two holidays that fall on Tues. / Thurs. The second of these is not an official holiday but part of an academic recess associated with *semana santa*.

VII. Guidelines

A. Writing

1. Prepare all assignments that you are asked to turn in, with the exception of some in-class work, in a Word document.
2. Use size 12 Times New Roman font.
3. Double-space your written work. Use standard margins and black ink.
4. In the case of written exercises, include the questions in the document that you turn in.
5. Following the guidelines of formal academic style. Follow APA citation and style guidelines given that these are frequently used in linguistics. For guidelines, see Purdue's OWL writing center.
6. If your essay includes an argument, present it in the form of a thesis statement.
7. In the case of an essay, make sure that paragraphs include a topic sentence.
8. In the case of an essay or short-answer questions, use data and examples as evidence, to support claims, discussion, and argument.
9. Use new terminology and ideas learned in this course in discussions and in written assignments, showing that you understand the meaning of key concepts and terms. Remember that many of the ideas about language that circulate in our daily lives counter the assertions and insights of linguistics.
10. Be aware of specific guidelines your professor provides for the evaluation of your written work (and other types of assignments). If these are not provided, then ask about them.
12. If you need help writing or editing, visit your professor in office hours. You can also contact your professor about visiting the Center for Linguistic Competencies, which has online services available for you.

B. General: Contribute to the course in ways that allow you and classmates to both enjoy the course and get as much out of it as possible. Find ways to make it interesting and significant. Feel free to make suggestions about how to improve specific parts of the course, especially important are suggestions that will facilitate learning opportunities associated with the course objectives.

1. Be aware of protocols associated with ensuring your physical safety as well as campus resources that are available to protect your health.
2. Make an appointment to visit your professor during office hours at least once during the first half of the semester. You can discuss concepts that are unclear, ideas for your final project, the evaluation of your work, and other topics.
3. Carefully read and take notes on all the material assigned.
4. Make a list of important terminology that you are unfamiliar with, then define and learn the meaning of the terms on the list.
5. Respectfully listen and respond to your classmates' opinions. Try to link their comments to your own and to the readings.
6. Strive to formulate links and useful comparisons across texts and discussions.
7. Use your camera in class. Use the chat mechanism as well.
8. If you are late, inform the professor of your presence at the end of the class period.
9. Stay in the classroom until the class ends.
10. Turn in work on time. Communicate with professor regarding any delays or problems. Submission of work by email is not accepted unless designated by the professor.
11. Think about why this course is important for your personal development or the acquisition of skills needed for the completion of your degree, and your professional future. Talk about this topic in class.
12. Follow professional email etiquette when communicating with your professor or classmates in writing.

VIII. Institutional Policies

Cumplimiento con la Ley 51

De ser necesario, se realizaría evaluación diferenciada a estudiantes con necesidades especiales. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el/la profesor/a al inicio del curso para planificar el acomodo razonable y equipo asistido necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.

Cumplimiento con la Certificación 39 (2018-2019)

La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género, en todas sus modalidades, incluyendo el hostigamiento sexual. Según la política institucional contra el hostigamiento sexual en la Universidad de Puerto Rico, Certificación Número 130 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas con hostigamiento sexual puede acudir ante la Oficina de la Procuraduría Estudiantil (787-764-0000, extensiones 86600, 86601 u 86603), el Decanato de Estudiantes (extensión 86000) o la coordinadora de cumplimiento con Título IX (extensiones 84013 u 84005) para orientación y/o presentar una queja.

Aseveración de integridad académica

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (certificación núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario.

IX. Bibliography and Electronic Resources

- Agha, A. (2007). *Language and social relations*. New York: Cambridge University Press.
- Bednarek, M. & Caple, H. (2014). Why do news values matter? Towards a new methodological framework for analyzing news discourse in Critical Discourse Analysis and beyond. *Discourse & Society*, 25(2), 135-158.
- Bednarek, M. & Caple, H. (2017). *The discourse of news values*. Oxford: Oxford University Press.
- Bell, A., & Garrett, P. (1998). *Approaches to media discourse*. London: Blackwell Publishers.
- Blommaert, J. (2005). *Discourse*. Cambridge University Press.
- Blommaert, J & and D. Jie. (2010). *Ethnographic fieldwork: A beginner's guide*. Toronto: Multilingual Matters.
- Briggs, C. L. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*. Cambridge: Cambridge University Press.
- Cameron, D. (2001). *Working with spoken discourse*. Thousand Oaks, CA: Sage.
- Cazden, C. (2001). *Classroom discourse* (2nd ed.). Portsmouth, NH: Heinemann.
- Fairclough, N. (2002). *Discourse and social change*. Cambridge: Polity Press.
- Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. London: Routledge.
- Gee, J. P. (2005). *An introduction to discourse analysis; Theory and method*. New York: Routledge Publishers.
- Hodges, A. & C. Nilep (Eds.). (2007). *Discourse, war, and terrorism*. John Benjamins.
- Jaworski, A. (2015). *Globalese: A new visual-linguistic register*. *Social Semiotics*, 1-18. <http://dx.doi.org/10.1080/10350330.2015.1010317>
- Jones, R. (2012). *Discourse analysis: A resource book for students*. NY: Routledge.
- Lalla, B., J. D'Costa & V. Pollard. (2014). *Caribbean literary discourse: Voice and cultural identity in the anglophone Caribbean*. Tuscaloosa: University of Alabama Press.
- Van Dijk, T.A. (2001). Critical Discourse Analysis. In Deborah Schiffrin et al. (Eds.), *The Handbook of Discourse Analysis* (pp. 352-363). Blackwell.
- Wodak, R. & M. Reisigl. (2001). Discourse and Racism. In Deborah Schiffrin et al. (Eds.), *The Handbook of Discourse Analysis* (pp. 372-397). Blackwell.

Woods, Nicola (2006). *Describing Discourse: a Practical Guide to Discourse Analysis*. London: Hodder Arnold.
Xie, Chaoqun. (2020). *Impoliteness and moral order in online interactions*. John Benjamins.

Electronic Resources

Blommaert, Jan. Political Discourse in Postdigital Societies, November 25, 2019
https://www.youtube.com/watch?v=j8UG_19h_J0

Chomsky vs. Foucault on human nature, power, and social relations (recorded dialogue from Dutch TV 1971)
<https://www.youtube.com/watch?v=kawGakdNoT0>

The CRITICS Project, The Center for Research into Text/Talk, Information and Communication in Society
<http://www.discourses.org/Critics-Info.htm>

Discourse Analysis, What Speakers Do in Conversation
<https://www.linguisticsociety.org/resource/discourse-analysis-what-speakers-do-conversation>

Discourse Net, The Community Portal for Discourse Studies, DiscourseNet
<http://discourseanalysis.net>

Discourse Studies Barcelona
<http://www.discurs.org>

Fairclough Critical Discourse Analysis, by FlixAbout, December 2, 2017
https://www.youtube.com/watch?v=3w_5riFCMGA

The Purdue Writing Lab
<https://owl.purdue.edu>

Van Dijk, Teun. Discourse and Knowledge, April 25, 2013.
<https://www.youtube.com/watch?v=sxfc-WJRKEM>