

Associated Canadian Theological Schools

LIN 691: DISCOURSE ANALYSIS (3 sem. hours)

Fall 2008

Instructor: Dr. Bonnie Henson bonnie_henson@sil.org **Time:** Mon, Wed, 2:30-3:45 pm
Place: CanIL Rm 208

TA : TBA

Prerequisite: LING 360, LING 4/560 (with a grade of B- or above)

Course Description:

After completing this course, the student will be able to analyze the discourse structure (macro-structure) of a text. He/she will be able to describe typical features of different types of discourse, as well as various devices or strategies for achieving prominence and cohesion. He/she will have charted a few sample texts and analyzed how a discourse may be segmented into hierarchical units. He/she will be able to present evidence for foregrounding and backgrounding (or mainline and supportive information) in discourse. He/she will focus on the interface between syntactic forms and their functions in discourse.

Course Objectives:

1. To begin the analysis of discourse level units of a text.
2. To investigate relationships between grammatical forms and their meanings and functions in discourse; thus, the overriding theme of the course is the necessity of the study of discourse for the adequate description of all aspects of language.
3. To read linguistic literature on discourse analysis and gain insight for both theoretical aspects and practical applications.

Textbooks (no need to purchase, all on reserve or MyCourses):

Dooley, Robert, and Stephen Levinsohn. 2000. *Analyzing Discourse: Basic Concepts*. SIL.
 Levinsohn, Steven H. Self-Instruction Materials on Narrative Discourse Analysis. SIL.
 Longacre, Robert E. 1996. *The Grammar of Discourse*. 2nd ed. New York: Plenum Press.

Grading:

The graduate level grading scale will be as follows:

Reading reports (4)	20%
Text charting	20%
Class presentation	20%
Final paper	35%
Participation	5%
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Total	100%

<u>Final Grade</u>	<u>Percent</u>
A+	97 - 100
A	93 - 96
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
(Failing)	Below 70.0

Reading Reports:

For each of your reading reports, you will be required to read, analyse and compare at least two articles taken from the discourse bibliography, both dealing with the same topic. You should write approximately one page of writing per article (ie. comparison of two articles – two pages in length; comparison of three articles – three pages in length). One of your reading reports must treat Longacre's "Toward maximum context" (*The Grammar of Discourse*, Ch.8) and Walrod's 2006 article, "Language: object or event? The integration of language and life." In *Language and History: Integrationist perspectives*, ed. by Nigel Love, 71-78. NY: Routledge.

Participation:

Each class will have some time devoted to a discussion of the day's reading. Each student's participation grade will be based on their attention and involvement in class discussions and activities.

Class Presentation:

Each student will be asked to give a presentation on a discourse topic (taken from the list provided) to their classmates. Students will be expected to do some additional reading on the topic they are assigned, though this additional reading may overlap with required reading reports.

Academic Dishonesty:

The University policy outlined in the *Academic Calendar* will be followed in cases of academic dishonesty. Academic dishonesty includes such things as cheating on tests or exams, or plagiarism. **It is the student's responsibility to know and understand what constitutes plagiarism.**

In cases of academic dishonesty, if the instructor is convinced that the incident was deliberate, a grade of zero will normally be given for that assignment. In the event of a second deliberate offense, a grade of F will normally be given for the course. Any penalties less severe than these will be at the discretion of the instructors. Following TWU academic policy, all incidents of academic dishonesty will be reported by the instructor via the *Record of Academic Dishonesty* form, which will be sent to the student with copies to the appropriate university and CanIL authorities. This record will be kept confidential, and will remain on file indefinitely in the Academic Vice President's office.

Campus Closure Policy:

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), CKSR (104.9 FM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard (604-888-7511) and website (<http://www.twu.ca/conditions/>).

The first announcement regarding the closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

COURSE OUTLINE

<i>Date</i>	<i>Reading</i> ¹	<i>Topic</i>	<i>Assignment</i>
Week 1 9/7-13		Introduction to Discourse; Key Concepts	
Week 2 9/14-20	D&L ch 1-4, Lo ch 1 ²	History of the field; Macrostructure / Plot / Chunking	RR #1 due 9/22
Week 3 9/21-27	D&L ch 5-8, Le ch 1	Charting	RR #2 due 9/29
Week 4 9/28-10/4	D&L ch 9-12	Introduction to Prominence and Discourse Particles	RR#3 due 10/6; story chosen
Week 5 10/5-11	D&L ch 13	Foreground / Background; Interpositional relationships	RR#4 due 10/15
Week 6 10/12-18		No class 10/13 ; Student presentations	
Week 7 10/19-25		Student presentations	
Week 8 10/26-11/1		No class sessions	
Week 9 11/2-8	D&L 14-18, Le ch 8	Participant Reference; Prominence / Focus; Discourse Particles ³	chart due 11/12
Week 10 11/9-15		Scripts, Frames, Schema and Metaphor ⁴	
Week 11 11/16-22		Expository & Procedural discourse	
Week 12 11/23-29		Normative discourse	
Week 13 11/30-12/6		Normative discourse	final paper due 12/3

Key: D & L refers to Dooley and Levinsohn; Lo refers to Longacre, Le refers to Levinsohn, RR is reading report.

¹ These readings should be done before you come to class this week.

² Ch 1 in Longacre 1996, ch 1-2 in Longacre 1983

³ Topics may be changed depending on topics chosen for student presentations.

⁴ Topics may be changed depending on topics chosen for student presentations.

Bibliography

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