

Associated Canadian Theological Schools LIN 691: Discourse Analysis

Deborah M. Shadd, Professor
Spring 2012
3 credit hours
Prerequisites: LIN 560

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Class: Monday, Wednesday
2:35 – 3:50 pm

I. Course Description

After completing this course, the student will be able to analyze the discourse structure (macrostructure) of a text. He/she will be able to describe typical features of different types of 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 indicate evidence for foregrounding and backgrounding (or mainline and supportive information). He/she will focus on the interface between syntactic forms and their functions in discourse.

II. Objectives

By the end of this course, each student should:

1. Be equipped to analyse the discourse level units of a text.
2. Understand and be able to explain the relationship between grammatical forms and their meanings and functions at the discourse level; 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. Be familiar with literature addressing both the theoretical aspects and the practical applications of discourse analysis.

III. Course Textbooks

Dooley, Robert, and Stephen Levinsohn. 2001. *Analyzing Discourse: Basic Concepts*. SIL.
Levinsohn, Steven H. 2011. *Self-Instruction Materials on Narrative Discourse Analysis*. SIL.
Longacre, Robert E. 1996. *The Grammar of Discourse*. 2nd ed. New York: Plenum Press.

IV. Course Assignments

1. Class Participation

5%

In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers and the topics as directed in class discussions and activities.

2. Concept Worksheets

20%

Throughout the semester, students will be on the lookout for examples – whether in original language texts or in translated ones – of the various concepts introduced in class (e.g. salience schema, modes of enunciation, levels of narration, isotopy, etc.). These examples will be presented in the form of 10 concept worksheets, each of which provides a definition of the concept demonstrated, presents the excerpted text itself, and then gives a brief (i.e. 1-2 paragraphs only) explanation of how the text exemplifies the concept.

3. Class Presentation

20%

Students will be asked to give a presentation, approximately 20 minutes in length, on a discourse topic of their choice. In addition to summarizing current thinking on the topic, students should underline how their chosen topic fits into the overall scope of the course and highlight key theoretical implications and practical applications.

4. Text Charting

20%

Each student will select a text, written in a language other than English, to be the focus of their analytical work throughout the semester. Charts created and used in the process will be submitted for feedback and commentary in advance of writing the final paper.

5. Final Paper

35%

The semester's work will culminate in a final paper that synthesizes practical knowledge gained through the analysis of a chosen text with theoretical arguments drawn from the academic readings. Each student will be expected to address the macrostructure of their text, as well as two other discourse features deemed to be of particular significance.

****Assignment Submission Policy:**

All written assignments for this course are to be submitted before the beginning of class on the prescribed due date. If there are extenuating circumstances, students are expected to contact the instructor *prior* to the posted deadline. Otherwise, your assignment will be subject to a cumulative penalty of 5% per day that it is late.

Grading Scale

The grading scale for the course will be as follows:

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Supplement: Important Academic Notes from ACTS**Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details). An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

CanIL students can locate the CanIL style sheet on the CanIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.