**Langtchg 763 Discourse Analysis and Language Teaching**

**Semester 2, 2020**

Class: Tuesday 4-6 pm

Course convenor Associate Professor Helen Basturkmen

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 Office: Arts 2, Room 510

**Course aim and outcomes**

The course aims to help participants develop an understanding of approaches to discourse analysis and apply this understanding in the analysis of texts, and to examine ways to focus on discourse in language teaching. A number of approaches to analysis are introduced and opportunities are provided for participants to analyse spoken and written texts and discuss applications for language teaching. The course focuses in particular on four areas/approaches: pragmatics, cohesion and coherence, genre analysis and critical discourse analysis.

By the end of this course, you should be:

1. aware of ways in which texts are organised

2. aware of major approaches to the analysis of discourse

3. able to analyse texts using a range of approaches

4. able to use approaches and findings from discourse analysis in teaching language

**SET TEXT**

The set textbook for this course is:

Paltridge, B. (2012). *Discourse Analysis, 2nd edition.*  London: Bloomsbury

There is also a list of set chapters and articles (see Reading List).

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| **Class** | **Week** | **Topic** | **Set textbook** | **Additional articles & chapters** |
| 1  | 28 July | What is discourse analysis? | Chapters 1 & 2 |  |
| 2  | 4 August  | Cohesion and coherence 1  | Chapter 6 |  |
| 3  | 11 August  | Cohesion and coherence II |   | McGee (2009)Basturkmen & von Randow (2014) |
| 4  | 18 August  | Genre analysis I  | Chapter 4 | Swales (1990)Flowerdew (2002)  |
| 5  | 25 August  | Genre Analysis II  |   | Tardy (2019)Bitchener (2010) Cotos (2018)  |
| 6  | 1 Sept  | Corpus-based & planned vs. unplanned discourse  | Chapter 7 |  |
| *Mid Semester Break: 7-18 September*  |
| 7  | 22 Sept | Pragmatics I  | Chapter 3 | Thomas (2014)Eslami-Rakekh (2005)Siegal (2019)  |
| 8  | 29 Sept  | Pragmatics II |  | Dornyei & Thureel (1992) Bouton et al. (2010)Ren & Han (2016) |
| 9  | 6 Oct  | Conversation Analysis  | Chapter 5 |  |
| 10 | 13 Oct  | Critical discourse analysis I | Chapter 9 |   |
| 11 | 20 Oct  | Critical discourse analysis II  |   | Jaworski & Coupland (2014)  |
| 12 | 27 Oct  | Research design in discourse analysis  | Chapter 10 |  |

1. TIME MANAGEMENT

Time management is essential to academic success, and it is the responsibility of students to manage their time so all assignments can be submitted on or before the due dates.

2. HOW TO SEEK/ REQUEST/APPLY FOR AN EXTENSION

In *serious circumstances\** beyond the student’s control (see below), s/he may request an extension from the Course Convenor. The request should…

* **be made by email at least 2-3 days BEFORE the due date for the assignment**
* provide an explanation of the circumstances
* be supported by a satisfactory medical certificate or other documentation

If an extension is granted, you will be given a new due date.

Only ONE extension can be granted to a student per assignment.

Only in extreme circumstances will late requests for extensions be considered.

*\*Serious circumstance*s refers to major, unexpected events such as sudden illness (in the case of in-class tests etc.), long-term illness (for essays etc. done over a week or more), or bereavement in the immediate family. Documentary evidence will be requested. It does NOT include time management difficulties, wanting to go on holiday, relatives visiting from overseas, computer breakdowns, etc.

3. SUBMISSION OF ALL ASSIGNMENTS

Unless indicated otherwise by the Course Convenor, hard-copies of assignments should be posted **in the appropriate assignment box on 3rd floor Arts 1 building by 11:55 am on the due date.** The Reception Area is not open on Saturday or Sunday or during public holidays.

4. DEADLINES & PENALTIES FOR LATENESS

**Any work submitted *after* the due date and *without* an extension form** or permission in writing from the Course Convenor will be treated as overdue and **penalties will apply** (*see below*).

The mark given to an overdue assignment will be reduced by **up to 10 per cent (at the discretion of the Course Convenor) of the total possible marks for that assignment for each day that it is late up to 5 days** (e.g. for an assignment marked out of 20, deduct up to 2 marks per day up to a total of 10 marks). Assignments which are due on Friday, or the day before a university holiday, but are not received until the next working day will be counted as TWO days late.

Overdue assignments that are submitted **more** than five days late will **not be marked**; nor will assignments be marked if submitted after the assignment has been marked and returned. Unmarked assignments will be held by the marker until the end of the semester, and in cases where the final grade for the student is borderline (D+), the marker may choose to award a minimal completion mark. **For this reason, it is better to hand in an assignment late than not at all.**

5. EXTENSIONS

When a staff member grants an extension they will set a *new due date*. The completed assignment must be submitted on or before the *new* due date **together with** the medical certificate and other documentation. **If an assignment is submitted after the new due date, penalties for lateness apply as above.**

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| Plagiarism and the use of Information and Communications Technology (ICT) |

Students need to be aware of University regulations with regard to…

1. PLAGIARISM

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

Students may not translate work from another source without proper acknowledgment and referencing. The use of translation machines to translate and copy texts into the target language of an assignment constitutes academic dishonesty.

The penalties for plagiarism are severe and can range from gaining no marks for the assignment to disciplinary action under the terms of the Examination Regulations.

For further information and advice on University regulations and how to reference appropriately, see:

<https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>.

This webpage provides links and information about various aspects of academic integrity: sources of information and advice (e.g. Referen©ite) as well as University regulations (the Student Academic Conduct Statute), and Turnitin. All students entering the University are required to complete the **Academic Integrity Module.**

2. USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (eg. CLASS FACEBOOK PAGES)

If you set up a Facebook page or similar for the course, please be aware of the University’s Information and Communications Technology (ICT) rules about use of any ICT hardware or software at or for University activities. It forbids using ICT “to store, display or communicate… files containing any text, image that is deceptive or misleading, is abusive or defamatory, contravenes anyone’s privacy… or that reproduces all or part of any work in breach of the Copyright Act 1994”. The Statute also refers to penalties that may apply. It can be found at: <https://policies.auckland.ac.nz/student-undergraduate.aspx>