

**Discourse Analysis**  
Section 000 TTh 9:05-9:55 a.m.  
Any Hall, Room 000  
Fall 2008

Instructor: Lori Donath  
Office Hours: Office Bldg.  
MWTTh 10:00-11:00, (and by appointment).  
Email: donathl@carcosa.net  
Office Phone: xxx-xxxx (Please note that I do not check messages  
or occupy the office outside of office hours)

**Course Description**

This course provides a survey of discourse analysis from varied perspectives. Broadly speaking, our study explores non-referential, or pragmatic meaning, which involves the interpretation of social, cultural, situational, or other context. The course begins with our discussion of theories of speech events and related frameworks, as well as their applications in particular research projects. We also investigate the connections between and information status and sentential structure in discourse, the sequential organization of conversation, social dynamics and power asymmetries in interaction, and dominant discourses in institutions and media.

**Office Hours, Email, and Course Website**

In order to complete the assignments for this course you will need to have a working email address—and to know how to use it, as well as how to access the course website). Also, I may send you announcements or answer questions that come up between class periods via email and the course website. If your phone number or email address changes during the semester please notify me immediately.

Please feel free to drop by during my scheduled office hours or to make an appointment for other times. If you can't drop by, I check my email regularly, so don't hesitate to send me a message if you have questions or concerns about the class. You may also call me in the office during office hours; however, outside of office hours I am unlikely to check phone messages. Email is your best bet.

**Materials**

Course Packet.

**Attendance**

I will drop your course grade by one letter if you miss more than 10% of our scheduled class periods; you will fail the course if you miss more than 25%. If an emergency forces you to miss several class periods, contact me as soon as possible so that we can discuss your options. I will not distinguish between excused and unexcused absences; you should use your allowed absences at your own discretion, as you would use sick days in the workplace. If you are absent, you are responsible for learning material we cover in class and for arranging *beforehand* to submit on time any assignments due on that day.

**Participation**

As part of your participation grade you are required to post an informal one- to two-page commentary based on the readings for the week. These must be posted no later than 5 p.m. the Sunday preceding the class meeting, to ensure that everyone will have time to read them and think about them before class. Questions and comments posted after that time are welcome, but may **not** take the place of the required commentary posting in terms of credit toward the participation grade. Full participation entails reading and thinking about your peers' commentaries . With a partner, you will also facilitate discussions at several times during the semester by preparing questions for the class based on the readings and your peers' commentaries, and eliciting and/or mediating discussion as necessary.

## Assignments

In addition to regular participation, described above, you will complete a transcription exercise with a partner. You will also transcribe and analyze two other recordings on your own. The first must be an audio- or video taping naturally-occurring speech and selective transcription of that data, requiring the prior informed consent of those being recorded. The second, from which you will develop your research paper, may be naturally occurring speech or previously-recorded media, including . During the semester each student will present a progress report on their preliminary research. Based on your transcription, field notes, and other data, and framed by the issues raised in the assigned readings for the term, you will write an original research paper due at the end of the semester. Assignments are weighted as follows:

Participation (including posted website commentaries and discussion facilitation)	25%
Transcription exercise (pairs)	10%
Conversation analysis/transcription (ind.)	10%
Transcription (for research paper)	15%
Research Paper, Presentation	40%

## ●Grades

Most assignments will be letter-graded. **No work will be accepted more than one week late.** *If you do not turn in a completed assignment within a week after it is due, you will receive an "F" for that assignment—without the opportunity to raise that grade.* **The grade for late assignments will be reduced by one letter grade for each day that they are late (weekends included).** If you have a question about a grade you receive on an assignment, please make an appointment to discuss it with me. I won't be able to address questions about individual grades during class.

## Grading Scale

90-100 = A	85-89 = B+	75-79 = C+	65-69 = D+
	80-84 = B	70-74 = C	60-64 = D

## Guidelines for Written Assignments

- You will be responsible for knowing about an assignment (and arranging to turn it in on time) whether you were present or not. (Ask questions if you feel you don't understand the assignment and take advantage of my office hours to brainstorm about your final project).
- Write coherently, using complete sentences/paragraphs to express your complete thoughts.
- All work completed outside of class should be word-processed, single-spaced with 1" margin, Times 12 (or similar).
- Research papers should be formatted according to the *Chicago Manual of Style*.
- Work should also be neatly clipped or stapled and labeled at the top with your name, the class and section, the date you are turning in the assignment, and the name of the assignment.

## Writing Centers

I encourage you to take advantage of the Writing Center, which offers you free, professional feedback on your writing outside of class—at any stage of the writing process, on any assignment. Call 000-000-0000 to make an appointment. Keep in mind that you may need to plan ahead in order to get an appointment, since the centers may become booked up at certain times during the semester.

Note that you will not receive extra credit for attending appointments at any of the centers, nor will you be required to attend. But working earnestly with a writing center assistant *can* improve your papers (and your grade in the class). Moreover, doing so will greatly facilitate your development as a writer. *Remember that attending a writing center appointment entails your active participation; it is by no means a passive process.*

## Academic Honesty

You are bound by the university's policies on academic honesty, which bar you from presenting another person's work or ideas as your own, allowing someone to write an assignment or part of an assignment for you, accepting aid/aiding

someone else during quizzes/exams, or failing to properly acknowledge source materials. In addition, I expect you to refrain from buying, selling, uploading, downloading, giving or accepting test/quiz answers or essays. The university takes violations of these policies seriously; penalties include failing the course and possible expulsion from the university.

**Educational Accessibility Services**

Students with disabilities should contact me during the first two weeks of classes to discuss accommodations.

## Schedule

The following schedule lists most reading assignments and due dates. It is subject to change to meet our needs. I will expect you to read the pages assigned for each class session, as well as the course website discussion, each day *before* coming to class.

DATE	TOPIC	READINGS	Assignments
<b>Week 1</b> T 9/2	<b>Introduction</b>	(In-class Video: <i>In a Manner of Speaking: The Phenomenon of Conversation</i> )	
Th 9/4		* van Dijk, Teun A. 1997. "The study of discourse." In Teun A. van Dijk (ed.) <i>Discourse as Structure and Process</i> . London: Sage, 1-34. * de Beaugrande, Robert. 1997. "The story of discourse analysis." In Teun A. van Dijk (ed.) <i>Discourse as Structure and Process</i> . London: Sage, 1-34.	Sign up to meet with me during the next two weeks
<b>Week 2</b> T 9/9	<b>Speech Act Theory</b>	* Austin, J.L. 1961. "Performative utterances." In <i>Philosophical Papers</i> , Oxford: University Press, 233-252. * Searle, John. 1976. "A classification of illocutionary acts." <i>Language in Society</i> 5: 1-23. * Du Bois, John. 1993. "Meaning without intention: Lessons from divination." In Jane H. Hill and Judith T. Levine (eds.) <i>Responsibility and Evidence in Oral Discourse</i> . Cambridge: Cambridge University Press, 48-71.	Begin posting weekly commentary (by 5 pm Sunday before class)
Th 9/11		* Martin [Ahern], Emily. 1979. "The problem of efficacy: strong and weak illocutionary acts." <i>Man</i> 14: 1-17. * Rosaldo, Michelle Z. 1982. "The things we do with words: Ilongot speech acts and speech act theory in philosophy." <i>Language in Society</i> 11: 203-237.	
<b>Week 3</b> T 9/16	<b>Implicatures, Politeness, and Relevance</b>	* Grice, Paul. 1975. "Logic and conversation." In Peter Cole and Jerry Morgan (eds.), <i>Speech Acts (Syntax and Semantics 3)</i> . New York: Academic Press, 45-58. * Ochs [Keenan], Elinor. 1976. "The universality of conversational postulates." <i>Language in Society</i> 5: 67-80. * Brown, Penelope and Stephen Levinson. 1987. "Introduction." In <i>Politeness, Some Universals in Language Usage</i> . Cambridge: Cambridge University Press, 55-95. * Wilson, Deirdre and Dan Sperber. 1993. "Linguistic form and relevance." <i>Lingua</i> 90, 1-25.	Post commentaries
Th 9/18	<i>Student-facilitated discussion by:</i>	* Matsumoto, Y. (1988) "Reexamination of the universality of Face: Politeness phenomena in Japanese". <i>Journal of Pragmatics</i> 12: 403-426. * Levinson, Stephen. 1995. "Interactional biases in human thinking." In Esther Goody (ed.) <i>Social intelligence and Interaction</i> . Cambridge: Cambridge University Press, 221-259. * Buck, R.A. 1997. "Towards an extended theory of face action: Analyzing dialogue in E.M. Forster's <i>A Passage to India</i> ." <i>Journal of Pragmatics</i> 27, 83-106.	
<b>Week 4</b> T 9/23	<b>Sentential Structure and Information Status</b>	* Prince, Ellen. 1992. "The ZPG letter: subjects, definiteness, and information-status." In William Mann and Sandra Thompson (eds.) <i>Discourse Description</i> . Amsterdam: John Benjamins, 295-323. * Chafe, Wallace. 1991. "Grammatical subjects in speaking and writing." <i>Text</i> 11, 45-72.	Post commentaries

		* Givón, Talmy. 1987. "Beyond foreground and background." In Russell Tomlin (ed.) <i>Coherence and Grounding in Discourse</i> . Amsterdam: John Benjamins, 175-188.	
Th 9/25	Student-facilitated discussion by:	* Birner, Betty and Gregory Ward. 1998. "Preposing." In <i>Information Status and Noncanonical Word Order in English</i> . Amsterdam: John Benjamins, 31-96. * Birner, Betty. 1998. "Recency effects in English inversion." In Marilyn A. Walker, A. Joshi, and Ellen Prince (eds.) <i>Centering Theory in Discourse</i> . Oxford: Clarendon, 309-323. * Thompson, Sandra. 1983. Grammar and discourse: The English detached participial clause." In Flora Klein-Andreu (ed.) <i>Discourse Perspectives on Syntax</i> . New York: Academic Press, 43-65. * Fox, Barbara A. 1987. "Anaphora in conversational English." In <i>Discourse Structure and Anaphora</i> . Cambridge: Cambridge University Press, 16-57.	
Week 5 T 9/30	<b>Conversation Analysis</b>	* Goodwin, Charles. 1979. "The interactive construction of a sentence in natural conversation." In G. Psathas (ed.) <i>Everyday Language: Studies in Ethnomethodology</i> . New York: Irvington Publishers, 97-121. * Goodwin, Charles, and John Heritage. 1990. "Conversation analysis." <i>Annual Review of Anthropology</i> 19, 283-307.	Post commentaries
Th 10/2	Student-facilitated discussion by:	* Schegloff, Emanuel A. 1968. "Sequencing in conversational Openings. <i>American Anthropologist</i> 70, 1075-1095. Schegloff, Emanuel A., and Harvey Sacks . 1973. "Opening up closings." <i>Semiotica</i> 8, 289-327. * Sacks, Harvey, Emanuel A. Schegloff, and Gail Jefferson . 1974. "A simplest systematics for the organization of turn-taking for conversation." <i>Language</i> 50,696-735.	<b>Partner Transcription Due</b>
Week 6 T 10/7		* Pomerantz, Anita. 1984. "Agreeing and disagreeing with assessment: Some features of preferred/dispreferred turn shapes. In John Heritage and J. Maxwell Atkinson. <i>Structure of Social Action: Studies in Conversation Analysis</i> . Cambridge: Cambridge University Press, 57-101. * Jefferson, Gail. 1984. "On the organization of laughter in talk about troubles." In John Heritage and J. Maxwell Atkinson. <i>Structure of Social Action: Studies in Conversation Analysis</i> . Cambridge: Cambridge University Press, 346-369. * Schegloff, Emanuel A. 1996. "Turn organization: one intersection of grammar and interaction." In Elinor Ochs, Emanuel E. Schegloff and Sandra A. Thompson (eds.) <i>Interaction and Grammar</i> . Cambridge: Cambridge University Press, 52-133. * Ford, Cecilia E. and Sandra A. Thompson. 1996. "Interactional units in conversation: syntactic, intonational, and pragmatic resources for the management of turns." In <i>Interaction and Grammar</i> . 134-184.	Post commentaries

Th 10/9	Student-facilitated discussion by:	* Goodwin, Charles. 1994. "Professional vision." <i>American Anthropologist</i> 96 (3), 606-633. * Ochs, Elinor, Patrick Gonzalez and Sally Jacoby. 1996. "'When I come down I'm in the domain state': Grammar and graphic representation in the interpretive activity of physicists." In <i>Interaction and Grammar</i> , 328-369.	
Week 7 T 10/14	<b>Interactional Sociolinguistics</b>	* Edelsky, Carole. 1993. "'Who's got the floor?'" In Deborah Tannen (ed.) <i>Gender and Conversational Interaction</i> . Oxford: Oxford University Press, 189-227. * James, Deborah and Sandra Clarke. 1993. "Women, men, and interruptions: A critical review." In Deborah Tannen (ed.) <i>Gender and Conversational Interaction</i> . Oxford: Oxford University Press, 231-280. * West, Candace. 1995. "Women's competence in conversation." <i>Discourse &amp; Society</i> 6 (1), 107-131.	Post commentaries
Th 10/16		* Johnstone, Barbara. 1993. "Community and contest: Midwestern men and women creating their worlds in conversational storytelling." In Deborah Tannen (ed.) <i>Gender and Conversational Interaction</i> . Oxford: Oxford University Press, 68-77. * Cameron, Deborah. 1998. "'Is there any ketchup, Vera?': gender, power, and pragmatics." <i>Discourse &amp; Society</i> 9 (4), 437-455.	<b>Research Project Proposal Due</b>
Week 8 T 10/21	Student-facilitated discussion by:	* Greenwood, Alice. 1996. "Floor management and power strategies in adolescent conversation." In Victoria L. Bergvall, Janet M. Bing, Alice F. Freed (eds.) <i>Rethinking Language and Gender Research</i> . New York: Longman, 77-97. * Chun, Elaine. 2001. "The construction of white, black, and Korean American identities through African-American Vernacular English." <i>Journal of Linguistic Anthropology</i> 11 (1), 52-64. * Irwin, Anthea. 2006. "London adolescents (re)producing power/knowledge: <i>You know and I know</i> ." <i>Language in Society</i> 35, 499-528.	Post commentaries
Th 10/23		* Herring, Susan, Deborah A. Johnson, and Tamra DiBenedetto. 1995. "This discussion is going too far!": Male resistance to female participation on the internet." In Kira Hall and Mary Bucholtz (eds.) <i>Gender Articulated</i> . New York: Routledge, 67-96. * Daly, Nicola, Janet Holmes, Jonathan Newton, and Maria Stubbe. 2004. "Expletives as solidarity signals in FTAs on the factory floor." <i>Journal of Pragmatics</i> 36, 945-964.	<b>Individual Transcription Due</b>
Week 9 T 10/28	<b>Discourse in Institutions</b>	* Cicourel, Aaron V. 1992. "The interpenetration of communicative contexts: examples from medical encounters." In <i>Rethinking Context: Language as an Interactive Phenomenon</i> . Cambridge: Cambridge University Press, 291-310.	Post commentaries
Th 10/30	Student-facilitated discussion by:	* O'Connor, Kevin. 2003. "Communicative practice, cultural production, and situated learning: Constructing and contesting identities of expertise in a heterogeneous learning context" In Stanton Wortham and Betsy Rymes (eds.) <i>Linguistic Anthropology of Education</i> . Westport, CT: Praeger Publishers, 61-92. * Philips, Susan U. 1992. "The routinization of repair in	

		<p>courtroom discourse." In Alessandro Duranti and Charles Goodwin (eds.) <i>Rethinking Context: Language as an Interactive Phenomenon</i>. Cambridge: Cambridge University Press, 311-322..</p> <p>* Mendoza-Denton, Norma. 1995. "Pregnant pauses: Silence and authority in the Anita Hill--Clarence Thomas Hearings." In Kira Hall and Mary Bucholtz (eds.) <i>Gender Articulated</i>. New York: Routledge, 51-66.</p>	
<b>Week 10</b> T 11/4		<p>* Briggs, Charles L. 1997. "Notes on a 'confession': On the construction of gender, sexuality, and violence in an infanticide case." <i>Pragmatics</i> 7 (4), 519-546.</p> <p>* Hill, Jane H. and Ofelia Zepeda. 1993. "Mrs. Patricio's trouble: The distribution of responsibility in an account of personal experience." In Jane H. Hill and Judith T. Levine (eds.) <i>Responsibility and Evidence in Oral Discourse</i>. Cambridge: Cambridge University Press, 197-225.</p>	Post commentaries
Th 11/6		<p>* Santa Anna, Otto. 1999. "Like an animal I was treated': Anti-immigrant metaphor in U.S. public discourse." <i>Discourse &amp; Society</i> 10, 191-224.</p>	
<b>Week 11</b> T 11/11	<b>(Other) Dominant Discourses and Critical Discourse Analysis (CDA)</b>	<p>* Fairclough, Norman and Ruth Wodak. 1997. "Critical discourse analysis." In Teun van Dijk (ed.) <i>Discourse as Social Interaction</i>. London: Sage, 258-284.</p> <p>* Mumby, Dennis and Robin P. Clair. 1997. "Organizational discourse." In Teun van Dijk (ed.) <i>Discourse as Social Interaction</i>. London: Sage, 181-205.</p> <p>* Fairclough, Norman. 2005. "Critical discourse analysis in transdisciplinary research." In Ruth Wodak and Paul Chilton (eds.) <i>A New Agenda in (Critical) Discourse Analysis</i>. Amsterdam: John Benjamins, 53-70.</p>	Post commentaries
Th 11/13		<p>* Toolan, Michael. 1997. "What is critical discourse analysis and why are people saying such terrible things about it?" <i>Language and Literature</i> 6 (2), 85-103.</p> <p>* Fisher, Sue. 1991. "A discourse of the social: Medical talk/power talk/oppositional talk?" <i>Discourse &amp; Society</i> 2 (2), 157-182.</p>	<b>Research Site Transcription Due</b>
<b>Week 12</b> T 11/18	<i>Student-facilitated discussion by:</i>	<p>* Spitulnik, D. 1996. "The social circulation of media discourse and the mediation of communities." <i>Journal of Linguistic Anthropology</i> 6 (2), 161-187.</p> <p>* Lippi-Green, Rosina. 1997. Teaching children how to discriminate: What we learn from the Big Bad Wolf. In <i>English with an Accent:: Language, Ideology, and Discrimination in the United States</i>. London: Routledge, 79-103.</p>	Post commentaries
Th 11/20		<p>* Lakoff, George. 1991. "Metaphor and war: The metaphor system used to justify war in the Gulf." <i>Viet Nam Generation Journal &amp; Newsletter</i> 3 (3) Parts I and II &lt;<a href="http://lists.village.virginia.edu/sixties/HTML_docs/Texts/Scholarly/Lakoff_Gulf_Metaphor_1.html">http://lists.village.virginia.edu/sixties/HTML_docs/Texts/Scholarly/Lakoff_Gulf_Metaphor_1.html</a>&gt;</p>	
<b>Week 13</b> T 11/25		<p>* Bridgeman, Cathleen A. 2000. "Peace, metaphor, and media studies." In <i>'What Kind of Peace Is This?' Metaphor in the U.S. Press Coverage of Israeli-Palestinian Negotiations</i>. MA Thesis. University of South Carolina, 14-55.</p>	
Th 11/27	<b>NO CLASS--</b>	<b>THANKSGIVING</b>	
<b>Week 14</b> T 12/2		<b>PRESENTATIONS</b>	

Th 12/4		PRESENTATIONS	
<b>Week 15</b>			
T 12/9		PRESENTATIONS	
Th 12/11	<i>NO CLASS--</i>	<i>STUDY DAY</i>	

**Papers Due December 15**