

Ling 803 – Discourse and Pragmatics

Syllabus

Department of Linguistics – Simon Fraser University – Fall 2014

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Office hours: Thursdays 11 am – 12 pm

Class: Tuesdays and Thursdays, 2:30 – 4:20, RCB 7201

Course description

This course provides an introduction to the analysis of discourse and dialogue. Discourse here is defined as the study of the organization of language above the sentence level, but also as any manifestation of language in context. Dialogue is defined as an instance of language that involves interaction between two or more people.

The course will provide an overview of the phenomena included in the study of discourse and dialogue, from linguistic, psycholinguistic and computational points of view. Students will read original and recent work in these areas, and will be encouraged to collect, analyze and process their own data.

Required textbook

Flowerdew, John (2013) *Discourse in English Language Education*. New York: Routledge.

Additional readings will be made available.

Course objectives

At the end of the course, students will have learnt the basic aspects of the study of discourse from a functional perspective.

Assignments and final papers will involve analyses of texts from different perspectives. The emphasis is on the identification of patterns and labelling of text structures. The ultimate goal of the assignments is to be able to write a descriptive account of the analysis, and to explain how discourse analysis contributes to a better understanding of language phenomena.

Course expectations

- Students are expected to **attend all classes** and to arrive on time so that classes may begin promptly. Announcements will be made at the beginning and end of classes regarding the assigned readings and the expectations for assignments.
- Students are expected to **have read all assigned readings before class**. Because many students will be learning about a new field of study, some of the materials and concepts may seem fairly complex. You should probably read assigned readings and go over the lecture notes multiple times.

- It is very important for students to **participate** in class discussions. Therefore, everyone must come to class prepared. Preparation includes carefully reading of the assigned material, noting any questions that you have, and thinking of how the reading relates to your own personal experiences.
- Students will be **responsible for all materials** covered in the assigned readings and lectures.
- **Late assignments** will not be accepted.
- Students will be **respectful** of other students and the instructor. In particular, students will not talk while the instructor or another student is talking.
- Students should familiarize themselves with the Department's **Standards on Class Management** and Student Responsibilities at:
<http://www.sfu.ca/linguistics/undergraduate/student-resources/department-standards.html>
- **Cell phones:** please make sure that your cell phone (or any other noisy device, including alarms) is turned off during class.
- **Academic dishonesty** in all forms violates the basic principles of integrity and thus impedes learning. More specifically, academic dishonesty is a form of misconduct that is subject to disciplinary action and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism. For more information on academic honesty and student conduct, please visit the following websites:
 - <http://www.sfu.ca/students/calendar/fees-and-regulations/student-contract/academic-honesty.html>
 - <http://www.sfu.ca/policies/gazette/teaching.html>
- You will be required to complete a plagiarism tutorial through Canvas.
- A grade of "FD" may be assigned as a penalty for academic dishonesty.
- Tutors, editors, or any other types of outside help are not allowed. Exceptions are the assistance provided through the Student Learning Commons (see below, under Resources).
- Please note that students requiring accommodations as a result of a **disability** must contact the Center for Students with Disabilities (778-782-3112 or csdo@sfu.ca).
- All student requests for accommodation for **religious practices** must be made in writing by the end of the first week of classes or no later than one week after a student adds a course.

E-mail policy

You are welcome to submit questions and comments via e-mail. Please keep the following in mind when sending your message.

- I cannot always respond to messages late in the evening or on weekends. If you send a message late on Friday or during the weekend, I might not reply until the following week.
- I can only respond to questions that can be answered **in a sentence or two**. Questions requiring longer replies should be asked in class or during office hours.
- Please proof-read your e-mail message to make sure that your question is clear. In addition, I would appreciate questions that are expressed in an appropriately polite manner.
- Please always **sign your name and the course number**. Make sure the Subject line contains the name of the course ("Ling 803"). Anonymous messages will not be answered. Further, if your message does not clearly address the content of the course, or the Subject line is simply "hi", there is a good chance that it will be automatically classified as spam, and discarded before I actually get to see it.

- Because of the large number of e-mail messages that I receive, it may be several days before I am able to reply to your message. It is often easier and faster to ask a question in class or during office hours. I may also provide answers in class, instead of replying to individual e-mail messages.

Course components and assignments

The course will consist of lectures, in-class writing, in-class discussion and other hands-on activities. Some group work will be required.

Grading

The final grade will be calculated according to the percentages below.

Component	Weight
Participation	20%
Assignments	30%
Presentation	20%
Final paper	30%

Percentage scores on assignments and other course components will be based on objective criteria. Final letter course grades will be computed from percentage scores on all the course components. The following table provides a rough estimate of grade breakdowns for the final grade. Due attention will be given to the verbal descriptions listed below. There is no university-wide standard scale. An instructor adopts a grade scale appropriate to the level and content of the course.

96-100%	A+	Extraordinary performance	66-70%	C+	Satisfactory performance
91-95%	A	Excellent performance	61-65%	C	
86-90%	A-		56-60%	C-	Marginal performance
81-85%	B+	50-55%	D		
76-80%	B	Good performance	< 50%	F	Unsatisfactory performance
71-75%	B-				(fail)

Resources

A number of resources are available to the students in the class.

The SFU Learning Commons/Research Commons is available to all SFU students, and provides assistance with learning, academic writing and reading strategies (<http://learningcommons.sfu.ca/>).

All the class material will be available through canvas (<https://canvas.sfu.ca>). Please check it frequently, and make sure you avail yourself of all the tools that you may need.

Topics and Readings

The following list is subject to change, depending on students' interests. These are suggestions, and students are encouraged to consult other readings, especially when preparing for assignments, presentations and papers. Note also that readings may be added; you should always consult the Canvas version of the syllabus and schedule.

Introduction

- Flowerdew, chapter 1.

Discourse data

- Cameron, Deborah (2001) *Working with Spoken Discourse*. London: Sage. (Chapters 2 and 3, pp. 19-44).

Genres and Registers

- Flowerdew, Chapter 2 and Chapter 8.
- Rose, David and James R. Martin (2014) Intervening in contexts of schooling. In Flowerdew, John (ed.) *Discourse in Context*. London: Bloomsbury. (pp. 273-300).
- Biber, Douglas (2011) Register and discourse analysis. In Gee, James Paul and Michael Handford (eds.) *The Routledge Handbook of Discourse Analysis*. New York: Routledge. (pp. 191-208).

Cohesion and coherence

- Flowerdew, Chapter 3.
- Mann, William C. and Sandra A. Thompson (1988) Rhetorical Structure Theory: Toward a functional theory of text organization. *Text*, 8(3), 243-281.
- Berzlánovich, Ildikó, Egg, Markus, & Redeker, Gisela (2012) Coherence structure and lexical cohesion in expository and persuasive texts. In Anton Benz, Manfred Stede & Peter Kühnlein (Eds.), *Constraints in Discourse 3: Representing and inferring discourse structure* (pp. 137-163). Amsterdam: Benjamins.
- Bublitz, Wolfram (2011) Cohesion and coherence. In Zienkowski, Jan, Jan-Ola Östman and Jef Verschueren (eds) *Discursive Pragmatics*. Amsterdam: Benjamins (pp. 37-49).
- Duque, Eladio (2014) Signaling causal coherence relations. *Discourse Studies* 16(1): 25-46.

Thematic development

- Flowerdew, Chapter 4.

Speech acts

- Flowerdew, chapter 5.
- Jucker, Andreas (2009) Speech act research between armchair, field and laboratory: The case of compliments. *Journal of Pragmatics* 41 (8): 1611-1635.

Politeness

- Flowerdew, chapter 6.
- Culpeper, Jonathan, Derek Bousfield and Anne Wichmann (2003) Impoliteness revisited: With special reference to dynamic and prosodic aspects. *Journal of Pragmatics* 35 (10-11): 1545-1579.

Conversation analysis

- Flowerdew, Chapter 7.
- Aijmer, Karin and Anne-Marie Simon-Vandenberg (2011) Pragmatics markers. In Zienkowski, Jan, Jan-Ola Östman and Jef Verschueren (eds) *Discursive Pragmatics*. Amsterdam: Benjamins (pp. 223-247).

Language varieties; discourse varieties

- Cameron, Deborah and Ivan Panović (2014) *Working with Written Discourse*. London: Sage (Chapters 2 and 3, pp. 15-28).
- Kirkpatrick, Andy and James McLellan (2011) World Englishes and/or English as a lingua franca. In Gee, James Paul and Michael Handford (eds.) *The Routledge Handbook of Discourse Analysis*. New York: Routledge. (pp. 654-669).

Corpus-based discourse analysis

- Flowerdew, Chapter 9.

Critical Discourse Analysis

- Flowerdew, Chapter 10.

Multimodality in discourse

- O'Halloran, Kay L., Sabine Tan and Marissa K.L.E. (2014) A multimodal approach to discourse, context and culture. In Flowerdew, John (ed.) *Discourse in Context*. London: Bloomsbury. (pp. 247-272).

Appraisal

- White, Peter (2011) Appraisal. In Zienkowski, Jan, Jan-Ola Östman and Jef Verschueren (eds) *Discursive Pragmatics*. Amsterdam: Benjamins (pp. 14-36).