

Course: Discourse Studies

Semester: 3rd

Course Code: ELL 203

Course Description

Simply defined as 'language in use', discourse is something concerned more with 'use behind language'. With such political implications, discourses are important to comprehend and appreciate. The present course is designed for a basic level introduction to 'Discourse Analysis' as well as 'Critical Discourse Analysis' for under-graduate students. It introduces the main and most widely used approaches to discourse analysis. It aims to develop learners' critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students' prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts.

Learning Outcomes

This course aims to:

- introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to Applied and Socio-Linguistics
- familiarize learners with practical applications of discourse analysis techniques to real world situations
- to acquaint students with a wide variety of discourses
- To introduce learners to practical applications of critical discourse analysis techniques to real world discourses

Course Contents

Unit-I

1.1 Section 1: Beginning with Discourse Analysis

1.1.1 Introduction to Discourse

- What is Discourse?
- Features of Discourse • Text and Discourse
- Types of Discourse: Written, Spoken, Media, Political etc. 2. Discourse Analysis
- What is Discourse Analysis?

1.1.2 Grammatical Analysis of Discourse

- Cohesive Devices
- Theme & Rheme
- Thematic Progression

1.1.3 Pragmatic Analysis of Discourse

- Language in context

1.1.4 Analysis of Conversation as Discourse

- 1.1.5 • Conversation as Discourse

Unit-II

2.1 Section 2: Proceeding with Critical Discourse Analysis

2.1.1 Discourse and Ideology: Beginning Critical Discourse Analysis

- What is critical Discourse Analysis
- A brief history of CDA
- Foucault & CDA

2.1.2 Systemic Functional Linguistics: A Brief overview

2.1.3 Fairclough and CDA

- Relational-Dialectal Approach-Basics

2.1.4 Van Dijk and CDA Language and Power

- Socio-Cognitive Model- Basics
- 2.1.5 Doing Analysis
 - How to conduct research
 - Choosing a Discourse
 - Choosing a perspective
 - Choosing a suitable method
 - A Tool for Analysis: choosing DA, CA or CDA

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
94.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
95.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
96.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Books

- Alba-Juez, Laura. (2009). *Perspectives on Discourse Analysis: Theory and Practice*. Cambridge.
- Blommaert, J. (2005). *Discourse*. Cambridge: Cambridge University Press.
- Bloor, M., & Bloor, T. (2007). *The practice of critical discourse analysis. An introduction*. London: Hodder Arnold.
- Caldas-Coulthard, C. R., & Coulthard, M. (Eds.). *An Introduction to Critical Discourse Analysis*. London: Continuum.
- Gee, James Paul. (1999). *An Introduction to Discourse Analysis: Theory and Method*. Routledge.
- Locke, T. (2004). *Critical Discourse Analysis*. London: Continuum.
- Paltridge, Brian. (2006). *Discourse Analysis*. London: Continuum

- Rogers, R. (Ed.). (2011). *An introduction to critical discourse analysis in education*. Second Edition. London: Routledge.
- Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). *Handbook of Discourse Analysis*. Oxford: Blackwell.
- Wodak, R., & Meyer, M. (Eds.). (2009). *Methods of critical discourse analysis*. Second revised edition. London: Sage