

Department of Anthropology
ANTH 2249F: Discourse Analysis and Pragmatics
Fall 2016
Course Outline

Class time: Tues. 12:30 – 2:30 p.m., Thurs. 12:30 – 1:30 p.m.
Classroom: SSC 3026

Professor: Dr. Karen Pennesi
Office hours: Thurs. 1:30 – 2:30 p.m. or by appointment
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Teaching Assistant:

Nadja Schlote
Office hours: tba

Note: This syllabus may be adjusted as required throughout the term. All students are responsible for attending class for information in this regard.

1. Course Prerequisites: ANTH 1027A/B or LING 2288A/B

"Unless you either have the prerequisites for this course or have written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

2. Course Objectives and Learning Outcomes

Discourse is broadly defined as language in use (talk or text). In this course, we will be studying several types of discourse analysis, all of which involve the study of discourse within cultural and social contexts. We will consider both the interactional structure and the social principles (pragmatics) that influence the production and interpretation of discourse. In addition to analytic models, we will also address issues of data collection, transcription and representation. Because discourse analysis is best learned by practice, students will be required to conduct original research, collecting, transcribing and analyzing data.

Upon successful completion of this course, students will be able to:

- identify structures and patterns in oral and written discourse

- use various theoretical models to analyze how spoken and written discourse is connected to social and cultural processes
- design and conduct a research project investigating aspects of language in use
- communicate ideas about language using scholarly terms
- recognize and address ethical issues arising from researching human subjects

3. Course Requirements

WARNING: Make sure to **frequently back up all your work** and the materials you download on an external site (such as an external hard drive, cloud, send it to yourself in e-mail) in case your computer crashes or is damaged, stolen, etc. This should be standard practice for anything you do on your computer. *No extensions for any assignments will be granted for computer-related problems.*

a. Readings

Required textbooks:

Cameron, Deborah. 2001. *Working with Spoken Discourse*. London: Sage.

Cameron, Deborah and Ivan Panovic. 2014. *Working with Written Discourse*. London: Sage.

Additional readings will be made available on the course web site in "Course Readings".

b. Contributions to discussions in class and online: 10%

Attendance and participation in class activities and group discussions is fundamental to the learning experience of both you and your classmates. Come to class having read the assigned material so you can participate in a meaningful way. Lectures will not simply repeat the content of the readings, but instead will be designed to get you thinking about the ideas and apply what you have learned. You are responsible for knowing any new material presented in class in addition to the readings. Consistent class participation will help you process the material most effectively, which will in turn enable you to get the most (learning, marks) out of the assignments.

Students will have to make at least **five** contributions over the course of the semester in different weeks (5 x 2% = 10%). To count toward the mark for this assignment, contributions must be substantive and meaningful, demonstrating an engagement with the issues and materials from the course and not be repetitions of other comments. Students may make as many contributions as they like, and are encouraged to do so, but at least five must meet the requirements to receive the full mark. Week 1 does not count.

Students can contribute to discussions in two ways: in class (orally) and online (text, voice or video). When making comments in class, please state your name so that we can get to know each other and to ensure that the TA is marking your contribution on the grade sheet.

For those who prefer online participation, a Voice Thread will be enabled in the Discussions tab on the course web site for each week. Click on the plus sign in the bottom centre of the screen and choose whether you want to create your comment as text (ABC icon), as voice only (microphone or telephone icon) or as video (video camera icon). You can use the Voice Thread tool to write your text or make your recordings directly; you do not need to upload any files. There is an option to re-record as many times as you like until you are satisfied with your submission. On-line contributions must be at least 200 words of text or 90 seconds of talk each and be made in different weeks. They must also be made no later than one week after the material has been presented in order to count toward the total of 5 graded contributions.

Contributions will be given a score from 0 to 2.

2 = insightful, makes reference to class materials, connects to other experiences

1 = minimal effort with little evidence of reflection; lacks references to readings

0 = missing or inappropriate

c. Homework Assignments: 70%

The major portion of your mark in the course will come from homework assignments. They are designed in a progressive fashion, leading up to the final essay. After completing the ethics protocol and project proposal, you will collect at least 30 min. of original (i.e. non-scripted and live) data, using an audio or video recorder. You will transcribe 10 minutes of that data using techniques that will be described in class. Most of the assignments that follow will ask you to analyze this data according to the theoretical frameworks and topics of that particular week. You will then write up your analysis of the data. These assignments give you the opportunity to examine your own data guided by particular questions and to get a feel for each approach.

Some assignments will be based on a data set of written discourse which you will also collect.

The assignments are described below and further detail may be given in class the week before they are due. Assignments must be submitted at the beginning of the class on the due date. If you miss class, see "Missed Deadlines" below.

All written assignments must be typed, double-spaced, 12 point font, with 2.5 cm (1 inch) margins, and stapled (staplers can be purchased for less than \$2 and will be useful for the rest of your academic career). You may print double-sided. The title page must have your name, the professor's name, the course number and the assignment title. Failure to follow these requirements will result in our refusal to accept your assignment. Marked assignments will be returned the week after they are submitted.

We encourage you to ask the professor or the TA for help with interpreting or preparing assignments. Come to office hours or make an appointment.

Ethics Protocol and Data Description

Due 20 September 5%

This assignment will be described further in class. You will need to complete the tutorial on the ethical conduct of research involving human subjects and write a consent form for your study participants. You will also describe the data you intend to collect for your analysis throughout the semester. You cannot begin collecting data prior to completion of this assignment so it is critical to get it done as soon as possible. For more information on the University's policies and guidelines, see the web site for the Office of Research Ethics, found here <http://www.uwo.ca/research/ethics/> and look for non-medical REB (NMREB).

Transcription

Due 4 October 15%

From the data you have collected, select a 10 min. piece and produce a transcription of those 10 min. which would help you in carrying out the research proposed in your ethics protocol. Along with your transcript include: **(1)** a brief description of the project (3-4 sentences), **(2)** a key for symbols used in the transcription, **(3)** a brief rationale for what has been emphasized that is useful for your research, and **(4)** a detailed discussion of two choices that you have made in representing the talk, with

justification (for example, names, spelling, para-linguistic features, pauses). You must also **upload the 10 min. clip** to the course website through Assignments or otherwise provide the file to the TA (but NOT by e-mail). Remember that only .mp3 and .wav formats will be accepted. Your transcript will be evaluated on its faithfulness to the original data and on the systematic application of your project-specific format.

Ethnography of Speaking

Due 11 October 10%

Using the data you have collected and transcribed, apply the SPEAKING acronym to produce an analysis. Include a paragraph explaining how the context is important to understanding the interaction. This should be between 400-500 words. Include a word count at the end.

Pragmatics

Due 18 October 10%

Go through your transcripts and find two instances where one or more Gricean Maxims are violated or flouted. Explain briefly why they are violations or flouts of the Gricean Maxims. In the case of flouts, also explain the implicature. In addition to the above, find a violation of the maxim of relation and, using relevance theory, explain how the speaker could have been more relevant to the hearer(s) involved. Then provide an alternate utterance based on this explanation that would have been maximally relevant. Please include the utterances being analysed along with the explanations. (i.e. reproduce the utterance in this homework in addition to referring to a line number from your transcript.) Include a copy of your transcript (revised from the original submission, if necessary). The entire assignment should not be more than 500 words (not counting the examples). Please include a word count (not counting the examples).

Conversation Analysis and Computer-Mediated Discourse

Due 1 November 10%

Select a set of 20 consecutive messages between you and one other person: e-mail, text messages on your phone, in Skype, Facebook, etc. Print out the messages or collect them in a single file to facilitate analysis. Be sure to keep the time stamps, subject lines and any other details. In your analysis, look for patterns and describe the variations in the messages.

- Provide a general description of the openings and closings. Are there greetings and leave-taking phrases such as "hi" and "bye" or "ttyl"? Do you both use the same openings and closings?
- Do you each use a particular set of phrases or certain grammatical structures that can be identified as a personal style?
- When do questions occur within the message and/or in the sequence of turns? What kinds of questions? What form do answers to questions take?
- Is there a consistent difference in the length of your messages compared to the other person's?
- Categorize the topics of the messages and identify any tendencies.
- Note the time period covered by the set of 20 messages and the time between turns.
- Consider the nature of your relationship and comment on how this affects the features you have analyzed.

The assignment should be between 400-500 words. Include a word count at the end.

NOTE: You must obtain permission from the person to use the messages for this assignment. Use the consent form created for this assignment in Course Materials on OWL. If you cannot get signed consent because the person lives in another city, they can paste the consent statement in an e-mail and fill in their name. Print this message with their name and e-mail address showing. Include the signed consent form from the other person (or a printed message showing their e-mail address) with your assignment. Do not attach the data set.

Interactional Sociolinguistics and Corpus Analysis

Due 15 November 10%

Choose EITHER your spoken OR your written discourse data set for this assignment.

1. For the transcript of spoken discourse, select one discourse marker (not LIKE) and follow the instructions in SP: page 115. Write up your analysis in 400-500 words. Include a word count.

OR

2. For the set of 20 written messages, you will analyze the use of emojis or emoticons. Consider both images and text-based versions, such as :) for "smiley face". If your written data set contains no emojis/emoticons, choose the assignment for the spoken data above.
 - For each occurrence of an emoji/emoticon, note whether it is being used lexically (i.e. to replace a word) or to indicate a stance or emotion. Determine which type is more frequently used and give examples.
 - Give an example of an emoji/emoticon that is detachable (i.e. you could take it out of the message without changing its grammatical structure or propositional meaning).
 - Give an example of how the use of an emoji/emoticon limits the interpretation in a crucial way (i.e. if it were removed, other interpretations could result).
 - For emoticons indicating stance or emotion, comment on the placement and distribution. Do they usually occur at the beginning/middle/end of a sentence or message? Do they follow or precede a certain kind of grammatical construction (e.g. statement, question) or word class (e.g. noun, verb, adjective) or discursive construction (e.g. greeting, closing)?
 - For emoticons indicating stance or emotion, do they tend to appear in certain kinds of context (e.g. when joking, when there is a possible threat to someone's face, certain topics)?
 - For emoji pictures used to replace words, do they tend to replace certain word classes more than others? Are there certain semantic categories that tend to be replaced with emojis?
 - In light of your analysis and if you think of emojis/emoticons as linguistic units like words, can you make a generalization about syntactic or semantic patterns in how they are used? (i.e. Are they used as regular, predictable linguistic units?)
 - Write-up your analysis in 400-500 words. Include a word count.

Critical Discourse Analysis

Due 22 November 10%

Compare two news stories from different written sources about the same event (newspapers, news web sites). Analyze these narratives using CDA and specify how the two presentations of the story differ. The differences will be easier to notice if you choose sources from opposing ideological perspectives (e.g. left-wing vs. right-wing or mainstream vs. independent media). Comment on grammatical structures (e.g. verb tenses, agent/subject/object roles), lexical choices (e.g. kinds of descriptors used for people and events), kinds of sources or people quoted, and choice of headline to frame the story. Explain how these choices have ideological implications which create opposing views of the event. The assignment should be between 500-600 words, including excerpts from the stories to support your analysis. Include a list of references to cite the sources you used. Include a word count at the end.

d. Essay: 20%

Due 6 December 20%

Write an essay of about 2000 words (~8 pages). **Your research question must address some**

aspect of identity, power or stance evident in discourse, which you will answer through the analysis of your data. You may choose to use your transcript of spoken discourse, or your set of 20 messages from the homework assignment, or another set of written discourse data (including corpus data). The focus of the essay is your analysis rather than a literature review, although you must cite key studies that you have used in and for your analysis. You may incorporate some of the work you did for one of the homework assignments, if it is relevant, but the essay must primarily contain new analysis not previously presented. Cite references in the text body and in a list of References at the end of the essay. Follow the reference style used in the text books. The essay will be evaluated according to the following criteria:

- How well you matched your data set with the issue you address
- An appropriate bibliography that indicates you have researched your area adequately
- How well you incorporate the concepts and approaches from Weeks 12 and 13 *in addition to* any other weeks.
- How well the discussion of your data set illustrates or challenges what was demonstrated in the analytical model(s) in your readings
- Your use of appropriate examples from your data set to support your argument
- Your overall writing style (Does your argument make sense and is it easy to follow?)

Contact the reference librarian at Weldon Library for help with literature searches for your essay.

4. Course Policies

a. Academic Policies and Missed Deadlines:

Students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined with links to the full policies at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html.

If you are not seeking accommodation and simply wish to submit your assignment late, deliver it to the Anthropology Main Office drop box, located outside SSC 3326. Late assignments lose 5% per day including weekends. Assignments more than 5 days late will not be accepted.

b. Electronic devices

During regular classes, the only allowable electronic device is a laptop computer or tablet and it should be used solely for the purpose of taking notes related to the class. Mobile phones, ipods, mp3 players etc. must be turned off during class. Remember that electronic distractions will count against your participation mark.

5. Schedule

- Check the course web site at least once a week for announcements and further information on assignments. Answers to common questions may also be posted in the Discussions on OWL.
- Readings additional to the text books will be available in Course Readings on OWL.
- *Make sure you contribute at least 5 times to the Discussions on OWL or in class.

Week	Date	Readings: Working with Spoken (SP) and Written (WR) Discourse	Assignments Due*
1	8 Sept.	Syllabus Guidelines and Tips docs on OWL	

2	13 Sept. 15 Sept.	SP: Introduction, 1 (Defining Discourse) WR: Introduction, 1 (Defining Discourse) WR: 2	
3	20 Sept. 22 Sept.	SP: 2, 12 (Projects, Collecting Data) WR: 12 (Projects, Collecting Data)	20 Sept.: Ethics Protocol Begin collecting data as soon as this is approved
4	27 Sept. 29 Sept.	SP: 3 (Transcription) Ochs 1999 (Transcription) WR: 3 (Writing and Technology)	
5	4 Oct. 6 Oct.	SP: 4, 5 (Ethnography of Speaking) WR: 5, 8 (Multimodal Discourse)	4 Oct.: Transcription
6	11 Oct. 13 Oct.	SP: 6 (Pragmatics) Gershon 2010 (Breaking Up)	11 Oct.: Ethnography of Speaking
7	18 Oct. 20 Oct.	SP: 7 (Conversation Analysis) WR: 9 (Computer-Mediated Discourse)	18 Oct.: Pragmatics
8	25 Oct. 27 Oct.	SP: 10 (Social Research, Stories) WR: 11 (Social Research) FALL STUDY BREAK – NO CLASS	
9	1 Nov. 3 Nov.	SP: 8 (Interactional Sociolinguistics) WR: 10 (Multilingual Discourse)	1 Nov.: Conversation Analysis and Computer-Mediated Discourse
10	8 Nov. 10 Nov.	WR: 7 (Corpus-based Analysis) Morel et al. 2012 (SMS messages)	
11	15 Nov. 17 Nov.	SP: 9 (Critical Discourse Analysis) WR: 6 (Critical Discourse Analysis) SP: p. 153 (review), Spielmann 1998	15 Nov.: Interactional Sociolinguistics and Corpus Analysis
12	22 Nov. 24 Nov.	SP: 11 (Identity, Difference, Power) Newon 2011 (Expert identity)	22 Nov.: Critical Discourse Analysis
13	29 Nov. 1 Dec.	Walton & Jaffe 2011 (Race, Class, Stance) Chun and Walters 2011 (Race, Humour)	
14	6 Dec.		Essay (Identity, Stance, Power)