



## UNSW Course Outline

# LING5015 Discourse Analysis - 2024

Published on the 29 Aug 2024

## General Course Information

Course Code : LING5015

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course develops your research skills and your awareness of language use in society. All key approaches to text analysis will be reviewed to give you a broad perspective, which you can apply to a range of disciplinary contexts including applied linguistics, translation and interpretation,

media and communication studies and narrative analysis. You will develop your critical thinking about how language use reflects and shapes our world and discuss social phenomena (e.g. equality, social justice, representation of asylum seekers, etc.) through text analysis. You will also learn about how speakers make choices to perform their identity, co-operate and express politeness in conversations and narrate past events. In terms of written texts, you will study cohesion and coherence in academic writing, and this will help you be a better writer. For your projects, you will be free to choose from a broad range of text types including newspapers, translation/interpreting texts, academic texts, natural conversations and social media texts.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and label features of natural conversations in English using conversation analysis techniques.
CLO2 : Record and transcribe a short conversation using transcription conventions.
CLO3 : Design a research project using discourse analysis methods.
CLO4 : Evaluate the connections between language use and social, political and cultural formations.
CLO5 : Develop an analytical strategy to explore patterns of spoken or written discourse.
CLO6 : Argue for the validity of a discourse analytical approach and illustrate the use of the approach through examples.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and label features of natural conversations in English using conversation analysis techniques.	• Conversation Analysis
CLO2 : Record and transcribe a short conversation using transcription conventions.	• Conversation Analysis
CLO3 : Design a research project using discourse analysis methods.	• Project
CLO4 : Evaluate the connections between language use and social, political and cultural formations.	• Project Presentation
CLO5 : Develop an analytical strategy to explore patterns of spoken or written discourse.	• Project
CLO6 : Argue for the validity of a discourse analytical approach and illustrate the use of the approach through examples.	• Project Presentation

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Zoom

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Conversation Analysis Short Extension: Yes (3 days)	30%	Due Date: Week 5: 07 October - 13 October
Project Presentation	20%	Start Date: Not Applicable Due Date: Not Applicable
Project Short Extension: Yes (3 days)	50%	Due Date: Week 10: 11 November - 17 November

## Assessment Details

### Conversation Analysis

#### Assessment Overview

Students complete a conversation analysis task of a short natural speech sample. The task is around 1000 words.

Students receive written feedback.

#### Course Learning Outcomes

- CL01 : Identify and label features of natural conversations in English using conversation analysis techniques.
- CL02 : Record and transcribe a short conversation using transcription conventions.

#### Detailed Assessment Description

The task is around 1,000 words excluding the transcript. Students must record their own conversation for analysis. Students are expected to submit a 1,000 word transcript in the appendix.

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

#### Generative AI Permission Level

#### Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other

media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Spell-check and grammar check in Word is permitted. Grammarly is not permitted.

## **Project Presentation**

### **Assessment Overview**

This is an individual task. Students give a short (5 minutes) presentation (10%) on their individual discourse analysis mini-project plan and submit a 500-word presentation abstract (10%).

Students are asked to respond to questions after the presentation.

Students receive written feedback and peer feedback in class.

### **Course Learning Outcomes**

- CLO4 : Evaluate the connections between language use and social, political and cultural formations.
- CLO6 : Argue for the validity of a discourse analytical approach and illustrate the use of the approach through examples.

### **Detailed Assessment Description**

Please see Moodle for details.

### **Assessment Length**

5 minutes

### **Submission notes**

Please record your presentation and upload your recording to Moodle.

### **Assessment information**

Students are rostered to present their project proposal idea. Final presentation to be recorded and posted online.

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### **Not Applicable**

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

Spell-check and grammar check in Word is permitted. Grammarly is not permitted.

#### **Project**

### Assessment Overview

This is a project assignment of 3000 words excluding references. Students choose an area of interest in discourse studies and develop a mini-project. The project includes data analysis using relevant discourse theory and methods covered in the course.

Students receive written feedback.

### Course Learning Outcomes

- CL03 : Design a research project using discourse analysis methods.
- CL05 : Develop an analytical strategy to explore patterns of spoken or written discourse.

### Detailed Assessment Description

Please see Moodle for details.

### Assessment Length

3,000 words

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or

media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties. For more information on Generative AI and permitted use please see [here](#).

Spell-check and grammar check in Word is permitted. Grammarly is not permitted.

## **General Assessment Information**

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	<p>Introduction: Overview of Discourse Analysis</p> <ul style="list-style-type: none"> <li>• Waring Chapter 1</li> </ul> <p>ONLINE FORUM: students discuss key concepts and definitions</p> <p>Recommended further reading:</p> <p>Candlin, C. N., Crichton, J., &amp; Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 1: Asking critical questions: How is discourse defined and located?</p>
Week 2 : 16 September - 22 September	Topic	<p>Discourse structure I (text structure, genre and participants)</p> <ul style="list-style-type: none"> <li>• Waring Chapters 2-3 – structure of texts</li> </ul> <p>ONLINE FORUM: students analyse features of an academic text</p> <p>Recommended further reading:</p> <p>Candlin, C. N., Crichton, J., &amp; Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 3: Who is involved in discourse? Section 3.7 Genres</p>
Week 3 : 23 September - 29 September	Topic	<p>Discourse structure II (structure of conversations)</p> <ul style="list-style-type: none"> <li>• Waring Chapters 2-3 – structure of talk</li> </ul> <p>Also recommended: Pomerantz and Feh (2011). Conversation Analysis. Chapter 9 Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, 2011. (a step by step guide)</p> <p>Candlin, C. N., Crichton, J., &amp; Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 6: Why that now?</p> <p>ONLINE FORUM: Post-it short film: <a href="https://youtu.be/aVgeJ5eqISM">https://youtu.be/aVgeJ5eqISM</a></p> <p>Watch this short film and analyse selected segments using conversation analysis techniques. The following questions should guide your analysis:</p> <ul style="list-style-type: none"> <li>• What are the actions performed and who are the participants?</li> <li>• How do participants take turns? How do they know when it is their turn to talk?</li> <li>• Can you find any adjacency pairs? Repair? Observe the gaze and body language.</li> </ul>
Week 4 : 30 September - 6 October	Online Activity	<p>Discourse and social action (pragmatics)</p> <ul style="list-style-type: none"> <li>• Waring Chapters 4-5</li> </ul> <p>Also recommended: Blum-Kulka, S. and Halo, M. (2011) Discourse pragmatics. Chapter 8 in Van Dijk, T. (2011) Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications</p> <p>Candlin, C. N., Crichton, J., &amp; Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 5 &gt; 5.2 Interactional sociolinguistics</p> <p>ONLINE FORUM: students explore speech acts in conversation transcripts</p> <p>Short film: Job interview <a href="https://youtu.be/7W_qrc-TkR8">https://youtu.be/7W_qrc-TkR8</a></p> <p>Watch this video and take notes about the speech acts performed. Why is it that some of the speech acts do not work in the conversation? What does this video demonstrate about felicity conditions of speech acts?</p>
Week 5 : 7 October - 13 October	Topic	<p>Discourse and identity I (Facework)</p> <ul style="list-style-type: none"> <li>• Waring Chapter 6</li> </ul> <p>Also recommended:</p> <p>West, L and Trester, A.M. (2013) Facework on Facebook: Language of new media. Chapter 8 in Tannen, D. and Trester, A.M. (ed.) Discourse 2.0. Georgetown University Press.</p> <p>Candlin, C. N., Crichton, J., &amp; Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 4: What is it that's going on here?. (sections on face and facework and CHAPTER 3 – sections on communities of practice and membership categorisation)</p> <p>ONLINE FORUM: students discuss facework on Facebook.</p>
Week 6 : 14 October - 20 October	Topic	<p>Discourse and Identity II</p> <ul style="list-style-type: none"> <li>• Waring Chapter 7</li> <li>• De Fina, A. (2011) Discourse and identity. Chapter 13 in Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, Chapter 7</li> </ul> <p>Also recommended:</p> <p>Simon Goodman &amp; Susan A. Speer (2007) Category Use in the Construction of Asylum Seekers, Critical Discourse Studies, 4:2, 165-185, DOI: 10.1080/17405900701464832</p> <p>Hatoss, A. (2012). "Where are you from? Identity construction and experiences of 'othering' in the narratives of Sudanese refugee-background Australians." Discourse &amp; Society 23(1): 47-68.</p> <p>ONLINE FORUM: Student upload a short news item and explore membership categorisation: how do newspapers refer to events and people? What do these choices tell us about ideology and representation?</p>
Week 7 : 21 October - 27 October	Topic	Discourse and ideology I (CDA theory)

		<ul style="list-style-type: none"> <li>• Waring Chapter 8</li> </ul> <p>Also recommended:  Fairclough, N. and Wodak, R. (2011) Critical Discourse Analysis. Chapter 17 in Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, 2011.  Van Dijk, T. (2011) Discourse and ideology. Chapter 18 in Discourse Studies: A Multidisciplinary Introduction, edited by Dijk, Teun A. van, SAGE Publications, 2011.  Candlin, C. N., Crichton, J., &amp; Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. CHAPTER 8: How do discourse and social change drive each other?  Students present project ideas  ONLINE FORUM: Students discuss current political discourse/news story and explore ideology in text.</p>
Week 8 : 28 October - 3 November	Topic	<p>Discourse and ideology II (multimodality)</p> <ul style="list-style-type: none"> <li>• Waring Chapter 9</li> </ul> <p>Also recommended:  Romagnuolo, A. (2009) Political discourse in translation: A corpus-based study Translation and Interpreting Studies 4:1 (2009), 1–30. doi 10.1075/tis.4.1.01rom  Dimitris Serafis, Sara Greco, Chiara Pollaroli &amp; Chiara Jermini-Martinez Soria (2019) Towards an integrated argumentative approach to multimodal critical discourse analysis: evidence from the portrayal of refugees and immigrants in Greek newspapers, Critical Discourse Studies, DOI: 10.1080/17405904.2019.1701509  ONLINE FORUM: students post a multimodal text: magazine cover or advertisement and discuss the social semiotic aspects of what meaning is conveyed with what tools</p>
Week 9 : 4 November - 10 November	Reading	Reading week, no classes.
Week 10 : 11 November - 17 November	Reading	No class scheduled.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

This course is supported in a hybrid delivery format. However, students based in Sydney are required to attend face-to-face.

## Course Resources

### Prescribed Resources

- Waring, Hansun Zhang (2018) Discourse analysis: The questions discourse analysts ask and how they answer them. Routledge. eBook UNSW Library

### Recommended Resources

Recommended eBooks in UNSW Library

- Candlin, C. N., Crichton, J., & Moore, S. H. (2017). Exploring Discourse in Context and in Action. Palgrave Macmillan UK. eBook UNSW Library.
- Van Dijk, T. A. (ed.) (2011) Discourse Studies: A Multidisciplinary Introduction, SAGE Publications, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=689451>
- Paltridge, Brian (2012) Discourse analysis: An introduction. 2nd ed. Bloomsbury. eBook in



UNSW Library.

- Hyland, K., et al. (2011). Bloomsbury Companion to Discourse Analysis. London, UK, Bloomsbury Publishing Plc.
- Biber, D., & Conrad, S. (2009). Register, genre, and style. Retrieved from <https://ebookcentral.proquest.com>
- Titscher, Stefan, et al. Methods of Text and Discourse Analysis : In Search of Meaning, SAGE Publications, 2000. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=483313>.

Websites of key scholars:

- Teun van Dijk
- Gail Jefferson
- Charles Antaki

Journals

- Discourse and Society
- Discourse and Communication
- Discourse Processes
- Critical Discourse Studies

## Course Evaluation and Development

It is important that students have a clear understanding of the course objectives. Students in past courses valued the flexibility in choosing their own projects and the ability to focus on the discourse methods and text types that were most relevant to their profession or chosen interest. This aspect of the course has been kept. Some students expected to cover analytical tools more in-depth, therefore the scope of the course was narrowed down to selected key methods. Weekly readings, case studies and short films have been selected to provide illustration of various methods. These activities will form the basis of the weekly in-class discussions. Students who have no prior knowledge of linguistic concepts may find this course challenging.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Anikó Hatoss		Morven Brown	+61 9385 8340	by appointment	No	No
Lecturer	Rodrigo Arellano				by appointment	No	Yes

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School Contact Information

### School of Humanities & Languages

**Email:** [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm