

Discourse Analysis:

Syllabi and Materials for Teaching 'Discourse' in Higher Education

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Edition: 2007

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Foreword

This collection aims to provide lecturers/teachers with ideas for engaging students' enthusiasm for discourse and discourse analysis. Inspired by a very comprehensive and creative collection of materials for teaching food, values and society (available from <http://food-culture.org/syllabi.html>), I was encouraged by colleagues to develop a similar forum for discourse analysts to share materials.

Heartfelt thanks go to the contributors for volunteering to pass on their stimulating course outlines, bibliographies and teaching materials. It is a pleasure to include a range of approaches from various higher education institutions across the globe: Chile, China, Germany, Iran, Spain and the USA.

This collection can always be expanded, and colleagues from all disciplines are encouraged to send syllabi, reading lists, seminar activities, evaluation methods, research suggestions or other materials (in .doc or .rtf format) to fsm@discourse-analysis.de.

Enjoy the ideas!

Felicitas Macgilchrist

Berlin, April 2007

University for Teacher Education, Tehran, Iran
Course: Discourse Analysis, MA (TEFL)
Instructor: Esmat Babaii
Class Meetings: Wednesdays
Semester: Spring 2004

The purpose of this course is to introduce MA students to major theoretical frameworks and current issues in discourse analysis and demonstrate the relevance and usefulness of discourse studies to the field of applied linguistics. To provide for the practical application of the course instruction, each participant is expected to conduct research on a particular topic in discourse analysis, using elicited or natural data collected during the semester. To this end, the following materials are to be covered :

- Session 1: Introduction to the course
- Session 2: The study of discourse (van Dijk, '97a, Chp.1)
- Session 3: Pragmatics (Thomas, '95, Chp. 1)
- Session 4: Speech acts (Thomas, '95, Chp. 2)
- Session 5: Conversational implicature (Thomas, '95, Chp. 3)
- Session 6: Approaches to pragmatics (Thomas, '95, Chp. 4)
- Session 7: Indirectness (Thomas, '95, Chp. 5)
- Session 8: Midterm Examination
- Session 9: Theories of politeness (Thomas, '95, Chp. 6)
- Session 10: Construction of meaning (Thomas, '95, Chp. 7)
- Sessions 11& 12: Genre Analysis (Bhatia, '93, Chps. 1,2,4, and 6)
- Session 13: Critical discourse analysis (Fairclough& Wodak in van Dijk, '97b, Chp.10)
- Session 14: Gender in discourse (West *et al.* in van Dijk, '97b, Chp.5)
- Session 15: Discourse and culture (Goddard & Wierzbicka in van Dijk, '97b, Chp.9)
- Session 16: Applied discourse analysis (Gunnarson in van Dijk, '97b, Chp.11)
- Session 17: Final Examination

Grading

Research paper	25%
Midterm examination	35%
Final examination	40%

Note. The deadline for submitting the papers is 15 days from the date of final examination.

Requirements

Bhatia, V. (1993). *Analyzing genre: Language use in professional settings*. London: Longman.
Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. London: Longman.
van Dijk, T. (Ed.) (1997a). *Discourse as structure and process*. London: SAGE Publications.
van Dijk, T. (Ed.) (1997b). *Discourse as social interaction*. London: SAGE Publications.

Recommended materials

Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
Brown, P., & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
Halliday, M., & Hasan, R. (1989). *Language, context and text: Aspects of language in a social-semiotic perspective*.

Oxford: Oxford University Press.

Leech, G. (1983). *Principles of pragmatics*. London: Longman.

Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Thompson, G. (1996). *Introducing functional grammar*. London: Arnold.

Verschueren, J. (1999). *Understanding pragmatics*. London: Arnold.

Wierzbicka, A. (1991). *Cross-Cultural Pragmatics*. Berlin: Walter de Gruyter.

Europa Universität Viadrina
Sommersemester 2007
 Prof. Christa Ebert/Maria Smyshliaeva
Osteuropäische Unternehmer im deutschen Mediendiskurs
 Seminar: BA/MA/ Literaturwissenschaft-Vertiefung
 Mittwoch 11.15-12.45
 8 bzw. 9 ECTS

Die Erweiterung des osteuropäischen Marktes nach Westen und die unübersehbare Präsenz russischer Firmen und Unternehmer auf dem europäischen Wirtschaftsparkett entfachen auf vielfältige Weise die Mediendiskurse, die Osteuropa wieder zum aktuellen Thema machen. Besonders im diskursiven Bereich des Unternehmertums lassen sich neben den alten Bildern und Kollektivsymbolen deutliche Veränderungen in der Argumentation erkennen. Die Diskursanalyse (Foucault, Link, Jäger) bietet in diesem Zusammenhang eine geeignete Möglichkeit, die aktuellen Diskurse über die osteuropäischen Unternehmer anhand von Medientexten zu verfolgen. Das Seminar hat den Charakter einer Lehrforschung. Zunächst erarbeiten wir gemeinsam die theoretischen und methodischen Grundlagen für die Analyse, danach folgen in Gruppenarbeit empirische Untersuchungen anhand der neuesten Jahrgänge von Zeitungen und Zeitschriften wie Spiegel, Fokus, Stern, Die Zeit. Am Ende werden die Ergebnisse zusammengetragen und ausgewertet.

Literatur: Siegfried Jäger (2001): Kritische Diskursanalyse. Duisburg; Jürgen Link (1983): Elementare Literatur und generative Diskursanalyse, Roswitha Loew/Anke Pfeifer (2001): Wie wir die Fremden sehen. Hamburg

Leistungsnachweis: Aktive Teilnahme, Referat und Hausarbeit

18.04.2007	Erläuterung der Themenstellung, Vergabe von Referaten
25.04.2007	Abgrenzung des Diskursbegriffs <u>Lektüre:</u> Simone Winko (2002): <i>Diskursanalyse, Diskursgeschichte</i> , S. 463-478 Metzler Lexikon (2001): <i>Diskurs, Diskurstheorien</i> , S. 115-117 Achim Geisenhanslücke (2003): <i>Einführung in die Literaturtheorie</i> , S. 121-131
02.05.2007	Diskursanalyse bei Michel Foucault <u>Lektüre:</u> Foucault (1974): <i>Die Ordnung des Diskurses</i> , S. 7-49 Foucault (1981): <i>Archäologie des Wissens</i> , S. 33-112
09.05.2007	Kollektivsymbolik (Jürgen Link) <u>Lektüre:</u> Link (1983): <i>Elementare Literatur und generative Diskursanalyse</i> , S.9-24, 48-72 Link (1982): <i>Kollektivsymbolik und Mediendiskurse</i> , S. 6-21

16.05.2007	Kritische Diskursanalyse I (Siegfried Jäger) <u>Lektüre:</u> Jäger (2001): <i>Kritische Diskursanalyse: Eine Einführung</i> , S.120-214
23.05.2007	Kritische Diskursanalyse II <u>Lektüre:</u> Jäger (1994): <i>Text- und Diskursanalyse. Beispielanalyse</i> S.43-92
30.05.2007	Diskurswerkstatt (Übung) <u>Lektüre:</u> Pfeifer, Anke/Loew, Roswitha (2001): <i>Wie wir die Fremden sehen</i> . S. 47-63; Pfeifer, Anke/Loew, Roswitha (1999): <i>Vom Berliner „Flohmarkt-Idyll“ zum „Labyrinth aus Bretterbuden“</i> S. 25-57
20.06.2007	Besprechung der Zwischenergebnisse
29.06.2007	Präsentation I
13.07.2007	Präsentation II

Zeitungen und Zeitschriften für die Analyse:

Der Spiegel, Stern, Fokus (Fokus Money), Die Zeit, FAZ, Handelsblatt, Süddeutsche Zeitung, Bild-Zeitung, Capital

FULBRIGHT ALUMNI INITIATIVES AWARDS PROJECT:
“SIMMONS-USACH: INTERCULTURAL LINKS THROUGH ENHANCED FOREIGN LANGUAGE TEACHING”

COURSE TITLE: INTRODUCTION TO DISCOURSE ANALYSIS
A COURSE FOR THE MASTER’S PROGRAM IN TESL AT SIMMONS COLLEGE

INSTRUCTOR: DR. MIGUEL FARIAS, UNIVERSIDAD DE SANTIAGO DE CHILE.

CALENDAR OF ACTIVITIES

PART 1

July 11

9:30-12:00 Introduction to the study of discourse as language in use.

Tuning in: Presentation of the course, the participants, assessment of background knowledge. Course objectives and participants’ expectations and professional goals.

12:00-12:45 Break

12:45-15:30 Basic Notions in Discourse Analysis

1. Deborah Tannen: Discourse Analysis. <http://www.lsadc.org/>
2. Stef Slembrouck: What is meant by Discourse Analysis: <http://bank.rug.ac.be/da/da.htm>
3. De Beaugrande and Dressler (1986), available in Internet:

http://www.beaugrande.bizland.com/introduction_to_text_linguistics.htm

Activity: Noticing and awareness of text and discourse in every day life events. Interactional and transactional uses of language. Bring samples of discourse.

July 12

9:30-12:00 Activity: Discussion on samples of discourse.

Trends in discourse analysis.

Jaworski and Coupland (Chapter 1), Gee (Chapter 1, pp. 1-10)

12:00-12:45 Break

12:45-15:30 Analysis of classroom discourse

Canan Perkan. Instructional Discourse in Language Classrooms:
<http://sfl.emu.edu.tr/tu/oldconferences/confarchive/ASCPcananperkan.htm>

Douglas Demo. Discourse Analysis for Language Teachers.
<http://www.cal.org/resources/digest/0107demo.html>

Activity: Noticing: The role of language in classrooms. Interactional and transactional uses. Organization. Roles of the participants.

July 13

9:30-12:00 Activity: Discussion on Noticing.

Discourse Analysis for Language Teachers -Introduction

McCarthy (Chapter 1, pp. 5-32)

Ceri Millward. Applying Discourse Analysis in the Classroom with Specific Focus on Teaching Discourse Markers.

http://www.developingteachers.com/articles_tchtraining/dis1_ceri.htm

12:00-12:45 Break

12:45-15:30 Discourse Analysis for Language Teachers -Grammar and Vocabulary

McCarthy (Chapters 2, pp. 34-62 and 3, pp. 64-86)

Activity: Noticing: how was your second language learning process organized?

July 14

9:30-12:00 Discourse Analysis for Language Teachers -Phonology

McCarthy (Chapter 4, pp. 88-114)

12:00-12:45 Break

12:45-15:30 The sociocultural dimension of discourse

Schegloff et al. 2002

Assignment 1.

PART 2

July 19

9:30-11:45 Classroom applications: Investigating Literacy Across Contexts

Rogers (Chapter 3. A Critical Discourse Analysis of Literate Identities Across Contexts: Alignment and Conflict)
pp. 51-78

11:45-12:30 Break

12:30- 14:30 The microethnographic perspective

Bloome, David et al. 2005 (Introduction and Chapter 1: A Microethnographic Approach to Discourse Analysis of Classroom Language and Literacy Events) pp. xv-49

July 20

9:30-11:45 The Science of Texts and Education

De Beaugrande Chapter 9: Applications for a Science of Texts.

<http://www.beaugrande.bizland.com/TDPCHAPTERNINE.htm>

11:45-12:30 Break

12:30- 14:30 Discourse and Culture

Goddard, Cliff and Wierzbicka, Anna. Ch. 9 Discourse and Culture, in Van Dijk (1997), vol. 2.

(available in English as pdf file at:

http://www.une.edu.au/arts/LCL/disciplines/linguistics/Goddard=Wierzbicka_1997.pdf

McCarthy Ch. 6 “Culture and Rhetoric”, pp. 147-171

July 21

9:30-11:45 Speech and Writing. Text Types. Larger Patterns.

McCarthy Chapter 6

11:45-12:30 Break

12:30- 14:30 Rounding up. Session Evaluation.

Assignment 2.

July 26-29

Rounding up. Course evaluation. Project evaluation and discussion of follow up activities.

BIBLIOGRAPHY

Bloome, David et al. 2005. *Discourse Analysis and the Study of Classroom Language and Literacy Events. A Microethnographic Perspective*. Mahwah, NJ: Lawrence Erlbaum.

Brown, G. and G. Yule. 1983. *Discourse Analysis*. Cambridge: CUP.

Coulthard, Malcolm. 1977. *Introduction to Discourse Analysis*. Nueva York: Longman

De Beaugrande, R. y W. Dressler. 1986. *Introduction to Text Linguistics*. London : Longman

De Beaugrande, R. Text, Discourse and Process. Available online:
<http://www.beaugrande.bizland.com/TDPOpening.htm>

Gee, James Paul. 1999. *An Introduction to Discourse Analysis*. London: Routledge

Halliday, M.A.K. y R. Hasan. 1985. *Language, context, and text: aspects of language in a social-semiotic perspective*. Oxford: OUP.

Jaworski, A. y N. Coupland (eds). 1999. *The Discourse Reader*. London: Routledge.

Lemke, J. 1995. *Textual Politics. Discourse and Social Dynamics*. London: Taylor and Francis.

*McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers*. Cambridge: CUP.

Rogers, Rebecca. 2004. *An Introduction to Critical Discourse Analysis in Education*. Mahwah, NJ: Lawrence Erlbaum.

Schegloff, Emanuel et al. "Conversational Analysis and Applied Linguistics", in Annual Review of Applied Linguistics (2002) 22, 3-31.

Van Dijk, Teun (ed). 1997. *Discourse as Structure and Process. Discourse Studies: A Multidisciplinary Introduction*. Vol. 1. London: Sage.

Van Dijk, Teun (ed). 1997. *Discourse as Social Interaction. Discourse Studies: A Multidisciplinary Introduction*. Vol. 2. London: Sage.

Internet Resources

Discourse Analysis Online: <http://extra.shu.ac.uk/daol/current/>

Discourse-in-Society: <http://www.discourse-in-society.org/>

Douglas Demo. Discourse Analysis for Language Teachers.
<http://www.cal.org/resources/digest/0107demo.html>

De Beaugrande. Text, Discourse and Process. Toward a Multidisciplinary Science of Texts.
<http://www.beaugrande.bizland.com/TDPOpening.htm>

What is meant by Discourse Analysis: <http://bank.rug.ac.be/da/da.htm>

Canan Perkan. Instructional Discourse in Language Classrooms.

<http://sfl.emu.edu.tr/tu/oldconferences/confarchive/ASCPcananperkan.htm>

María Palmira Massi. Implementing Discourse Analysis for Intermediate and Advanced Language Learners.

http://64.233.161.104/search?q=cache:dQgF03p1Fj0J:www2.aasa.ac.jp/~dcdycus/LAC2001/massi_lac2001.pdf+discourse+analysis+for+language+teachers&hl=es&start=35

In PDF format: http://www2.aasa.ac.jp/~dcdycus/LAC2001/massi_lac2001.pdf

Lemke, Jay. Analyzing verbal data: principles, methods, and problems:

<http://academic.brooklyn.cuny.edu/education/jlemke/papers/handbook.htm>

Lemke, Jay . Bibliography of Sources for Discourse Analysis Methods:

<http://academic.brooklyn.cuny.edu/education/jlemke/meth-bib.htm>

Ceri Millward. Applying Discourse Analysis in the Classroom with Specific Focus on Teaching Discourse Markers.

http://www.developingteachers.com/articles_tchtraining/dis1_ceri.htm

Tannen, Deborah. Discourse Analysis. <http://www.lsadc.org/>

Van Dijk. The Discourse-Knowledge Interface: <http://www.discourse-in-society.org/teun.html>

UNIVERSIDAD DE SANTIAGO DE CHILE
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LINGÜÍSTICA Y LITERATURA
Magister en Lingüística

1. IDENTIFICACION

-Curso : Análisis del Discurso **-Profesor:** Dr. Miguel Farías F.
mfarias@lauca.usach.cl

-Semestre: Segundo Semestre 2005

2. DESCRIPCION

Esta cátedra está orientada a revisar críticamente algunos modelos de análisis discursivo/textual y sus aplicaciones a diversos tipos de textos y discursos. Se trata de un seminario de lecturas dirigidas en torno a la configuración de un área de estudios interdisciplinarios (el AD) que aborda las dimensiones cognitivas y sociales en los procesos de producción y comprensión del lenguaje en uso. Se discutirán los distintos tipos de análisis discursivo, sus alcances y limitaciones y se abordarán las relaciones entre discurso y cognición, discurso y cultura y discurso y poder (ACD), entre otros temas. Se espera que los participantes en este seminario sean capaces de aplicar alguno de estos modelos en el análisis de textos seleccionados y demostrar creatividad y espíritu crítico en problemas de análisis discursivo/textual.

3. OBJETIVOS

- 3.1.** Identificar el contexto de formación de los modelos discursivos y los conceptos, niveles de análisis, métodos y convenciones utilizados.
- 3.2** Conocer algunos modelos de análisis sociosemiótico y discursivo/textual y sus implicaciones en el estudio de los procesos de producción y comprensión del lenguaje.
- 3.3** Reconocer los rasgos formales y las secuencias que constituyen ciertos tipos de textos
- 3.4** Analizar muestras de discurso escrito u oral utilizando alguno de los modelos estudiados.

4. CONTENIDOS

- 4.1** De la oración al texto (frase/enunciado); transiciones, cautelas y escuelas. El AD como ciencia interdisciplinaria. Niveles micro y macro.
- 4.2** Análisis del texto (micro). Para el despegue: cohesión y coherencia. Siete indicadores de textualidad. Tipos de estructuras: narrativas, argumentativas, el texto científico.
- 4.3** Análisis conversacional: topicalización, sistema de turnos, interrupciones y traslapes.
- 4.4** Análisis crítico e ideológico del discurso (macro): cognición social, persuasión, legitimación. Restricciones contextuales, tópicos, significado local (implícito v/s explícito, coherencia local, lexicalización), esquemas del discurso, estilo, retórica, manipulación.
- 4.5** La cultura como texto: análisis semiótico, multimodalidad.

5. METODOLOGIA

Lecturas dirigidas, análisis de textos, debates, presentaciones individuales y grupales.
Recomiendo a los estudiantes asistir al Congreso de la Asociación Latinoamericana de

Estudios del Discurso que se realizará en el Centro de Extensión de la PUC entre los días 5 y 9 de septiembre. Ver información en www.congresoaled2005.puc.cl

6. EVALUACION

Presentaciones escritas y orales sobre temas asignados y/o elegidos, trabajos parciales (60%). Trabajo de análisis final (40%). Los estudiantes de la especialidad Teorías de Aprendizaje de la Lengua Inglesa deben presentar sus trabajos escritos en inglés.

7. BIBLIOGRAFÍA

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<http://www.discourse-in-society.org/teun.html>
62. Van Dijk, T. 1995. "Ideological Discourse Analysis", en **The New Courant** , Universidad de Helsinki, No 4.
63. Van Dijk, T. 1999. Ideología. Una aproximación multidisciplinaria. Barcelona: Gedisa.

64. Van Dijk, Teun. 1997. La ciencia del texto. Barcelona: Paidós. 5ª Edición
65. Van Dijk, T. La noticia como discurso. 070.415 D575
66. Ventola, Eija. "The structure of casual conversation in English", **Journal of Pragmatics** 3 (1979) 267-298.
67. Ventola, Eija. 2001. "Discourse studies in the English-speaking countries", en Brinker, Klaus et al. (eds). Linguistics of Text and Conversation. Vol. 2, Berlin: Walter de Gruyter.
68. West, Candace y D. Zimmerman. "Gender, Language, and Discourse", en van Dijk (ed) 1985.
69. West, C. M. Lazar y C Kramarae. "El género en el discurso", en Van Dijk (comp.). 2001a
70. White, Hayden. Topics of Discourse. Essays in Cultural Criticism. Baltimore: Johns Hopkins University Press.
71. Wodak, Ruth. "The interaction between Judge and Defendant", en van Dijk (ed) 1985.
72. Zenteno, Carlos. "El análisis del discurso y la lingüística textual: su influencia en EALE", en **Lenguas Modernas** No 9-10, 1982-3, pp. 7-20

Sitios en Internet

Discourse Analysis Online: <http://extra.shu.ac.uk/daol/current/>

Teun Van Dijk: <http://www.discourse-in-society.org>

The Museum of Human Language:

http://www.geocities.com/agihard/mohl/mohl_language_function.html

Lexicon of Linguistics: <http://tristram.let.uu.nl/UiL-OTS/Lexicon/>

Discourse Analysis by Deborah Tannen: <http://www.lsadc.org/web2/discourse.html>

A Wittgenstein Approach to Discourse Analysis: http://www.criticism.com/da/lw_da.html

Stef Slembrouck: What is meant by discourse analysis: <http://bank.rug.ac.be/da/da.htm>

Discourse Analysis Online: <http://www.shu.ac.uk/daol/>

De Beaugrande. Text, Discourse and Process. Toward a Multidisciplinary Science of Texts.

<http://www.beaugrande.bizland.com/TDPOpening.htm>

Canan Perkan. Instructional Discourse in Language Classrooms.

<http://sfl.emu.edu.tr/tu/oldconferences/confarchive/ASCPcananperkan.htm>

María Palmira Massi. Implementing Discourse Analysis for Intermediate and Advanced Language Learners.

http://64.233.161.104/search?q=cache:dQgF03p1Fj0J:www2.aasa.ac.jp/~dcdycus/LAC2001/massi_lac2001.pdf+discourse+analysis+for+language+teachers&hl=es&start=35

In PDF format: http://www2.aasa.ac.jp/~dcdycus/LAC2001/massi_lac2001.pdf

Lemke, Jay. Analyzing verbal data: principles, methods, and problems:

<http://academic.brooklyn.cuny.edu/education/jlemke/papers/handbook.htm>

Lemke, Jay . Bibliography of Sources for Discourse Analysis Methods:

<http://academic.brooklyn.cuny.edu/education/jlemke/meth-bib.htm>

Ceri Millward. Applying Discourse Analysis in the Classroom with Specific Focus on Teaching Discourse Markers.

http://www.developingteachers.com/articles_tchtraining/dis1_ceri.htm

Van Dijk. The Discourse-Knowledge Interface: <http://www.discourse-in-society.org/teun.html>

European University Viadrina
Lecturer: Felicitas Macgilchrist
Level: BA Advanced
Degree: Social Sciences or Linguistics
Semester: Summer 2006

Media Worlds: An Introduction to Discourse Analysis

This seminar is about the media's role in maintaining and changing power relations today, about what media representations 'do' (what social activities they perform), and about ways of analysing language/symbols to illuminate these processes.

Discourse Analysis comes in many colours – our emphasis will be on a (Critical) Discourse Analysis (CDA) rooted in the 'social sciences', with discourse understood as a social practice. The focus is on language-in-use and how particular forms of language are used to create meanings in specific social contexts. By the end of this course, you will have a set of methodological and theoretical tools to engage with questions such as: What do these media texts do? (legitimise a 'war on terror'? normalise the nuclear family? discredit the Grand Coalition? admire sharp wit? reproduce stereotypes?) How do they position the readers/viewers? (passive onlookers? critical thinkers?) How are social/economic/political/cultural relations built up and naturalised? We will also step back from the texts – for a moment – to consider media production and reception processes.

The seminars will be split into three parts: In Part I we study recent empirical work on the media, in Part II we look (briefly) to the major figures in discourse research, and in Part III participants will discuss their own empirical analyses (carried out in groups or individually).

The course will explore questions such as:

- What is discourse?
- How is our social world created? To what extent?
- To what extent does language shape (i) social identities, (ii) social relations, and (iii) systems of knowledge and belief?
- What do media-makers know/think about their audience?
- How do they construct a version of us? Do we fulfil their expectations?
- How do readers make meanings (make sense) from the media? From each other?
- Do the media carry values and norms? How? What mechanisms build up and naturalise social/economic/political/cultural relations in the media?
- How are struggles for power (and hegemony) carried out in the media?
- To what extent can we believe the information given to us in the news/documentaries?
- How are we controlled by others through language and symbols? (And how do we control others?)
- What are the relations between texts, discursive practices and socio-cultural practices?
- What is 'power', 'knowledge', 'pleasure', 'discourse', 'reality', 'intertextuality'?
- What's all the fuss about Foucault?
- Should researchers be politically engaged?
- What counts as relevant/interesting/valid analysis?

By the end of this course you should be able to:

- make an original **contribution** to research in the field of discourse studies
- **argue** with friends and family about the meanings of the news or your favourite soap
- clearly articulate your opinions in **debates** with professors and peers about complex issues of discourse / power / knowledge / symbols / interpretation / ...
- **get angry** about the news – and back up your anger with textual evidence (rather than vague frustration)
- systematically **decode** media messages suggesting norms for a beautiful life

In the interests of full disclosure: My main interests are (i) journalism and (ii) representations (signifying practices) of things in our world (especially Russia/Chechnya). This means many of my examples come from these fields, but it will not limit our discussions to print media.

The course will also cover the discourse of/in ads, TV, film, internet, bodies, cities. Your research projects can investigate any discourse in any medium. Research on “new media“ is particularly topical.

Output:

- (1) Regular and active **participation** (25%).
- (2) Book **review** (approx 1000 words = 2-3 pages) (20%). **Due Tues 9 May.**
- (3) Theoretical or research **paper** (3000-4000 words = 8-12 pages) (35%). **Due 30 Sept.**
- (4) You will **present** a draft of (proposal for) your paper in Block 2 (20%). **Topic due Fri 19 May.**

Two absences permitted: Extra absences can be made up with additional work.

What is active participation? Reading, preparing, questioning, discussing, listening, reacting, emailing...

To buy: Foucault, Michel. (1976). *The Will to Knowledge: The history of sexuality Vol I* (R. Hurley, Trans.). London: Penguin. (According to KOBV, also avail at HU and FU). If you read it in any language other than English, make sure you can discuss the key concepts in English!

To check: Journals: *Discourse Analysis Online* (<http://extra.shu.ac.uk/daol/index.html>), *Discourse and Society* (Staatsbibliothek), *Discourse Studies* (Staatsbibliothek), *Journal of Pragmatics* (Viadrina library), *Journal of Communication* (Staatsbibliothek).

To surf: Lots of discourse links: <http://personal.cityu.edu.hk/~enrodney/discourse/discourselinks.htm>

Extensive lists of published DA: <http://www.discourse-in-society.org/> -> Resources link. Also links to the *D&S* and *Discourse Studies* journals.

Brief *Who's Who* in DA: <http://academic.brooklyn.cuny.edu/education/jlemke/whoswho.htm>

Seminar Plan

To keep the reading load to a minimum, the **core reading** (marked with *) for each session is around **30 pages**. Come armed with questions/critiques/comments.

At least **skim** the recommended additional reading (5 minutes). If it grabs your attention – or helps explain the core reading – we can certainly also discuss it. All the readings – except Foucault 1976) are in the Course **Reader** (available at Kopier Fritze and in reserve).

The questions I ask below are just ideas to keep in mind while you read. **We will start the sessions with your own questions/critiques/comments.**

Ten sessions require introductory summary/critique. => Read/prepare in groups. Only one speaker. You have **five minutes** maximum to summarise/critique the paper or chapter.

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- Background reading:

Graddol, D. (1994). Three models of language description. In D. Graddol & O. Boyd-Barrett (Eds.), *Media Texts: Authors and Readers* (pp. 1-21). Clevedon: Open University.

A good overview of various conceptions of communication. Essential to any discussion of mediated knowledge/representation.

Google “media analysis” (or “media analysis”.ac.uk) and spend 30 mins scanning the hits.

- Session 1: Preparation.

Block 1

- Session 2. **What is Discourse? First analysis: Ads.**

What is discourse? What is discourse analysis? Which definition do you prefer? Why? What have they omitted? We'll do an analysis along the lines that Janks suggests.

*Blommaert, J. (2005: 1-5). *Discourse: A critical introduction*. Cambridge: Cambridge University Press.

*Bouzid, A (2002) Room with one view, Shoptalk, Editor and Publisher.

*Fairclough, N. (2001: 229-230). The discourse analysis of New Labour: Critical Discourse Analysis. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse as Data* (pp. 229-266). London: Sage.

*Gee, J. P. (2005). Aalborg Workshop. <http://diskurs.hum.aau.dk/english/Seminars/GeeSeminar.htm>

*Janks, H. (1997). Critical Discourse Analysis as a research tool. *Discourse: Studies in the Cultural Politics of Education*, 18(3), 329-342.

*Wodak, R., de Cillia, R., Reisigl, M., & Liebhart, K. (1999: 7-10). *The Discursive Construction of National Identity*. Edinburgh: Edinburgh University Press.

- Session 3. **Discourse and Power.**

*This is **the** seminal CDA text. It is quite complex, but it blew my mind when I read it first. What are the **key concepts**? Is it dated now? Why/why not? How could we use it today? Can/should it be updated? How? What do you know about the author? Do you agree with the relations described? With the underlying concept of discourse and of communication? What does this text mean for future research? Where does CDA research start? What are its aims?*

*Fairclough, N. (1989: Ch 3). *Language and Power*. London: Longman.

- Session 4. **Media Reception and Production**

How do you see the role of the reader? Of the producers? Who is/are the producer(s)? One author? What is the relationship between reader(s) and author(s)? What is the future of media production? How much of this did Fairclough (1989) take into account?

*Barthes, R. (1968/77). The death of the author. In R. Barthes (Ed.), *Image, Music, Text* (pp. 142-148). London: Fontana.

*Hall, S. (1980/94). Encoding/decoding. In D. Graddol & O. Boyd-Barrett (Eds.), *Media Texts: Authors and Readers* (pp. 200-211). Clevedon: Open University Press.

Lye, John (1996/2000) The 'death of the author' as an instance of theory
<http://www.brocku.ca/english/courses/4F70/author.html>

Oh Yeun Ho (2004) The end of 20th century journalism: Ohmynews. World Association of Newspapers Conference, Istanbul, Turkey.

*Palmer, P. (1986/94). The lively audience. In D. Graddol & O. Boyd-Barrett (Eds.), *Media Texts: Authors and Readers* (pp. 224-238). Clevedon: Open University Press.

Glasgow University Media Group on media effects

Audience theory overview

Reader-response overview

- Session 5. **Analytical tools I.**

Are these 'tools' new to you? Or unsurprising? Can you use them? How would Fowler analyse visuals (multi-modal analysis)? What does Chouliaraki do differently? What assumptions does she share with Fowler? What do you think of the two types of analysis?

Chouliaraki, L. (2004). Watching 11 September: The Politics of Pity. *Discourse and Society*, 15(2-3), 185-198.

*Fowler, R. (1991: Ch 5, 6). *Language in the News: Discourse and ideology in the press*. London: Routledge and Kegan Paul.

- Session 6. **CDA and DA.**

Key concepts. Are Stubb's critiques applicable to Martín Rojo and/or Thetela? Are they relevant? Would you implement them in a study like Martín Rojo's or Thetela's? If so, how?

*Martín Rojo, L. (1995). Division and rejection: from the personification of the Gulf conflict to the demonization of Saddam Hussein. *Discourse and Society*, 6(1), 49-80.

Stubbs, M. (1997). Whorf's Children: Critical comments on critical discourse analysis (CDA). In A. Ryan & A. Wray (Eds.), *Evolving Models of Language* (pp. 100-116). Clevedon: Multilingual Matters.

Thetela, P. (2001). Critique discourses and ideology in newspaper reports: a discourse analysis of the South African press reports on the 1998 SADC's military intervention in Lesotho. *Discourse and Society*, 12(3), 347-370.

- Session 7. **Discursive Psychology.**

Key concepts. Underlying assumptions? How do you feel about this approach compared to CDA? Similarities and differences? What can be borrowed/transferred without contradiction? How can we use it for media analysis?

*Edley, N. (2001). Analysing masculinity: interpretative repertoires, ideological dilemmas and subject positions. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse as Data* (pp. 189-228). London: Sage.

Potter, J. (2005). Making psychology relevant. *Discourse and Society*, 16(5), 739-747.

- Session 8. **Analytical tools II - Multimodality**

Key concepts. What role is played by: the audience? the producers? coincidence? practicalities? ideology? How does Ventola understand communication? What does this approach add to e.g. Chouliaraki's analysis of the TV news?

*Ventola, E. (2005). Multimodality, multimediality and multiliteracies: a new era for the press and using the press. In A. Chesterman & H. E. H. Lenk (Eds.), *Presstextsorten im Vergleich - Contrasting Text Types in the Press* (pp. 351-387). Hildesheim, Zürich, New York: Georg Olms.

- Session 9: **What is "a text"?** Body? TV? Film? City?

Can a city be a 'text'? A body? To what extent do the authors write from a social constructionist perspective? What are the connotations of 'representation' and 'signification'? What links/differentiates these chapters?

Durmaz, H. (1999). Film: a surface for writing social life. In I. Parker (Ed.), *Critical Textwork* (pp. 103-114). Buckingham: Open University Press.

Nightingale, D. J. (1999). Bodies: reading the body. In I. Parker (Ed.), *Critical Textwork* (pp. 167-177). Buckingham: Open University Press.

Middleton, M. C. (1999). Cities: resident readers and others. In I. Parker (Ed.), *Critical Textwork* (pp. 117-128). Buckingham: Open University Press.

Russell, H. (1999). Television: signs on the box. In I. Parker (Ed.), *Critical Textwork* (pp. 92-102). Buckingham: Open University Press.

- Session 10. **Research guide.**

Do you agree with these suggestions for research? Consider the questions in Wetherell. Any of these topics of interest to you? Alternative topics? What makes analysis interesting? We'll brainstorm ideas for your research proposals.

*Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis: A critique of six analytic shortcomings. *Discourse Analysis Online*, 1(1), 1-9.

Fairclough, N. (2001: 236). The discourse analysis of New Labour: Critical Discourse Analysis. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse as Data* (pp. 229-266). London: Sage.

*Wetherell, M. (2001). Debates in discourse research. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse Theory and Practice* (pp. 380-399). London: Sage.

Block 2

- Session 11. **Analytical tools III**

Chilton, P. (2004:54-56). *Political Discourse Analysis: Theory and Practice*. London: Routledge.

*van Dijk, T. A. (1998). Opinions and ideologies in the press. In A. Bell & P. Garrett (Eds.), *Approaches to Media Discourse* (pp. 21-63). Oxford: Blackwell.

- Session 12. **CDA and Internet.**

*Mautner, G. (2005). Time to get wired: Using web-based corpora in critical discourse analysis. *Discourse & Society*, 16(6), 809-828.

Widdowson, H. G. (1995). Discourse Analysis: A critical view. *Language and Literature*, 4(3), 157-172.

- Session 13. **Mikhail Bakhtin. J.L. Austin**

*Maybin, J. (2001). Language, struggle and voice: The Bakhtin/Voloshinov writings. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse Theory and Practice* (pp. 64-71). London: Sage.

- Session 14. **Michel Foucault**

Foucault, M. (1976). *The Will to Knowledge: The history of sexuality Vol I* (R. Hurley, Trans.). London: Penguin.

- Session 15. **Research presentations**

- Session 16. **Research presentations**

By now you should be able to use the tools (methodological and theoretical) to make your own contribution to discourse research and debates. If you would rather follow a theoretical strand, suggest to me an issue for *in-depth* contemplation.

A *research paper* should include theoretical foundations, corpus, methodology, analysis, discussion, interpretation, conclusions.

A *proposal* will be similar but include a pilot study instead of the full analysis.

A *theoretical issue* should be thoroughly considered from all perspectives, and well-argued.

Book Review

Choose one book to read. Write a review (~1000 words) according to the instructions for the journal *Discourse & Society* (in the Reader). Remember to argue for/against the importance of this book for *our specific field (media discourse)*. 'Mere content summaries are not desirable.' Look at some other (discourse analysis) book reviews to get a feel for the genre.

The books with * are (*imho*) particularly relevant.

The Viadrina books are mostly in reserve (in the Semesterapparat). The books in italics are in other libraries (HU – Humboldt or Stabi – Potsdamer Platz). Inter-library loan?

Overviews (not necessarily media-related, but the basis for media discourse analysis):

- *Jan Blommaert Discourse.2005 Cambridge University Press*
HU Anglistik ET 760 B653
- Malcolm Coulthard, *Introduction to Discourse Analysis*, London: Longman, 1996
- James Paul Gee, *Introduction to Discourse Analysis* London ; New York: Routledge 1999.
- Adam Jaworski and Nikolas Coupland *The discourse reader* London ; New York Routledge 1999 61/ET 760 J41 (Not in reserve)
- Jan Renkema *Discourse studies: an introductory textbook*. Amsterdam ; Philadelphia. Benjamins. 61/ER 940 R413+2 (and +3)
- Deborah Schiffrin, *Handbook of Discourse Analysis* Blackwell, 2003.

Theory/Method:

- *Derek Edwards: Discursive psychology / Derek Edwards and Jonathan Potter. - London [u.a.] : Sage, 1992. - VI, 200 S. . - ISBN: 0-8039-8442-1. - (Inquiries in social construction)*
HU ZB-Naturwissenschaften PSY/Freihandbestand: CC 3600 E26
- *Norman Fairclough: Analysing discourse : textual analysis for social research - London [u.a.] : Routledge, 2003.*
HU TB Anglistik/Amerikanistik and TB Germanistik ET 760 F165
- ***Robert Hodge and Gunther Kress. *Language as Ideology* - 61/ES 100 H688(2)
- *Kieran O'Halloran, Critical Discourse Analysis and Language Cognition*
Edinburgh University Press (März 2004)
HU TB Anglistik/Amerikanistik ET 760 O36 [Appropriate for someone who has some understanding of cognitive research, or is interested in it]
- **Jonathan Potter *Representing reality: discourse, rhetoric and social construction*. London, Sage. 1996 - 51/MS 1120 P867+2
- Ruth Wodak *CDA in Postmodern Societies* Berlin: Mouton de Gruyter 2001
- **Ruth Wodak (Ed): *A new agenda in (critical) discourse analysis : theory, methodology, and interdisciplinarity - Amsterdam [u.a.] : Benjamins, 2005.*
HU TB Germanistik. ["In Bearbeitung". Simply go to the head librarian and ask to use it. No problem and very worth it. Read the chapters in the first section.]

Multimodality:

- **Gunther R Kress, Theo van Leeuwen: Multimodal discourse : the modes and media of contemporary communication - London : Arnold, 2001.*
HU TB Germanistik ET 760 K92

- Eija Ventola; Cassily Charles; Martin Kaltenbacher (eds) *Perspectives on multimodality*. Amsterdam: Benjamins 2004

Stabi Pots Platz: 1 A 580704

Other:

- Jan Blommaert and Jef Verschueren *Debating diversity: analysing the discourse of tolerance*, London ; New York, Routledge ES 155 B653 (Sonderstandort / 610 SP Gemeinschaftsapparat Sp)
- Siegfried Jäger. *Kritische Diskursanalyse: eine Einführung*. Duisburger Institut für Sprach- und Sozialforschung (DISS) 2001. 61/ET 760 J22(3) [Skim big chunks of this]
- Helga Kotthoff ; Ruth Wodak (Eds) *Communicating gender in context* Amsterdam ; Philadelphia Benjamins 51/MS 2900 K87
- Peter Muntigl ; Gilbert Weiss ; Ruth Wodak *European Union discourses on un/employment : an interdisciplinary approach to employment policy-making and organizational change* 40/QV 202 M971
- Hermine Penz *Language and control in American TV talk shows: an analysis of linguistic strategies*, 1996. 61/ES 129 P419
- *Harvey Sacks. Ed. by Gail Jefferson, with an introd. by Emanuel A. Schegloff *Lectures on conversation Vols I and II*. Cambridge, Mass. ; Oxford, Blackwell. 1996. 61/ER 990 S121
- Ruth Wodak, *Disorders of discourse* Harlow: Longman 1996. 51/MS 8050 W838

Ali A. Sultani

English Language Department
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Discourse Analysis for TESOL Students

Objectives:

This course aims to enable the students to understand the nature of spoken and written text, to develop sensitivity to the ways speakers and writers adjust their verbal communication according to the situation and communication goals, and to use the right tools to analyze sets of discourse. More importantly, the course is to help the students develop a critical sensitivity to questions of power, ideology, and inequality as reproduced in curriculum development, classroom text and talk, and teaching English as an international language.

Topics to be covered in this term:

1. positioning of the approaches to discourse analysis
2. the structural approach to discourse analysis and TESOL
3. the functional approach to discourse analysis and TESOL
4. the critical approach to discourse analysis and TESOL
5. the poststructuralist approach to discourse analysis TESOL

Assessment:

Students taking this course will be evaluated in the following way:

1. Class Participation	2
2. Presentation	4
3. Mid-term Exam	6
4. Final Exam	8

	20

Presentation:

Students will have an opportunity to present a book chapter or a paper, in which they should present the general content and the major concepts of the material in about 30 minutes. 10 minutes of discussion will follow. They should also prepare a summary of the material being presented in less than 5 A4 pages and xerox it for all other students and me. (Note: All students are expected to read the materials and actively participate in the discussions.)

Weekly Schedule:

Week	Topics	Readings
1 84/7/4	Introduction to the course: Positioning of the approaches to discourse analysis	My lecture
2 84/7/11	Linguistic forms and functions	Brown and Yule Ch. 1
3	The role of context in interpretation	Brown and Yule Ch. 2

84/7/18		(M. Fayyazi)
4 84/7/25	Topic and the representation of discourse content	Brown and Yule Ch. 3 (Z. Karimi)
5 84/8/2	'Staging' and the representation of discourse structure	Brown and Yule Ch. 4 (N. Lotfi)
6 84/8/9	Information structure	Brown and Yule Ch. 5 (M. Tavakkoli)
7 84/8/16	The nature reference in text and in discourse	Brown and Yule Ch. 6 (M. Sheykhani)
8 84/8/23	Coherence in the interpretation of discourse	Brown and Yule Ch. 7 (M. Sha'banzadeh)
9 84/8/30	Discourse analysis and language teaching	Olshain & Celce-Murcia (F. Parsa'iyani)
10 84/9/14	Mid-term exam	-----
11 84/9/21	From discourse analysis to Critical Discourse Analysis	Pennycook (1994) (Z. Hadi-A'zam)
12 84/9/28	Critical Discourse Analysis	Jorgensen & Phillips Ch. 3 (M. Bahman & M. Rezzaghi)
13 84/10/5	From structuralism to post-structuralism	Jorgensen & Phillips Ch. 1 (my lecture)
14 84/10/12	Laclau and Mouffe's discourse theory	Jorgensen & Phillips Ch. 2 (S. Maleknezhad)
15 84/10/19	Critical Classroom Discourse Analysis	Kumaravadivelu (1999) (N. Rowshani & O. Hosseinzadeh)

Reading List:

Brown, Gillian and Yule, George (1983) Discourse Analysis. Cambridge: CUP.

Kumaravadivelu, B. (1999) "Critical Classroom Discourse Analysis", In TESOL Quarterly, Vol. 33, No 3. PP: 453-484.

Olshain, Elite and Celce-Murcia, Marianne (2003) "Discourse Analysis and Language Teaching", In A Handbook of Discourse Analysis.

Pennycook, Alastair (1994) "Incommensurable Discourses", In Applied Linguistics, Vol. 15, No 2, Oxford University Press.

Jorgensen, M. & Phillips, L. (2002). Discourse Analysis as Theory and Method. London: Sage Publications.

Ali A. Sultani
1384/7/1

LINGUISTICS 481 – DISCOURSE ANALYSIS

Course Syllabus
Department of Linguistics - Simon Fraser University – Fall Semester 2005

INSTRUCTOR: **DR. MAITE TABOADA**

Class: Tuesdays 12:30-14:20, Thursdays 13:30-14:20; WMX 3255

Office: RCB 8206 **Office hours:** Tuesdays and Thursdays, 10-11 am
(or by appointment)

Phone: 604-291-5585 **E-mail:** mtaboada@sfu.ca

Course Web Page: <http://www.sfu.ca/~mtaboada/ling481/ling481.html>
(Check frequently for new material and announcements) [*link no longer available, 2007*]

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.

PREREQUISITES

12 credit hours of upper-division Linguistics courses

REQUIRED TEXT

Custom courseware available through the SFU bookstore. Some of the readings are also available on-line. Links to those are provided from the course web site.

COURSE EXPECTATIONS

1. 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 exams and assignments.
2. Students are expected to have read all assigned readings *before class*. Because many students will be learning about a new field of study in this class, some of the materials and concepts may seem fairly complex. In such cases, students should read assigned readings and go over the lecture notes multiple times.
3. Students will be responsible for all materials covered in the assigned readings and lectures.
4. Students will be respectful of other students and the instructor. In particular, students will not talk while the instructor or another student is talking.
5. 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.reg.sfu.ca/calendar/General%20Regs.html#897900>

<http://www.sfu.ca/policies/teaching/index.htm>

If a student is found guilty of plagiarism or other form of academic dishonesty on a class paper, an assignment, or an exam, an academic dishonesty report will be written for that student. This report is filed in the department. The student receives a grade of zero for the paper, assignment, or exam. If more than one academic dishonesty report has been filed for a student, the case can be presented to the University Board on Student Discipline.

- Please note that students requiring accommodations as a result of a disability must contact the Center for Students with Disabilities (604-291-3112 or csdo@sfu.ca).

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 481"). 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 classified as spam, and discarded automatically.
- 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.

COURSE GRADE

The final grade will be calculated according to the percentages below. The final grade will take into account class attendance and participation (especially for students who are close to the next letter grade). Students will also be asked to send in questions about the readings by 9 am on the day the readings will be discussed, which will be part of the participation grade.

There will be 3 or 4 assignments, a presentation in class and a final paper. More detail on each of these will be provided throughout the semester.

COMPONENT	WEIGHT
Assignments	40%
Class presentation	20%
Final paper	40%

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

GRADE APPEALS

If a student wishes to contest the marking of an exam, assignment or paper, the instructor can agree to remark his/her entire exam at the instructor's convenience and not in front of the student. A grade reconsideration may raise the grade, lower the grade, or leave the grade unchanged, as stated in Policy T20.01, clause IV.2.

The only reason a grade change will be made is if there is an arithmetic error or if it has been determined that the exam, assignment or paper deserves a lower grade or a higher grade after it has been remarked.

The following *are not* reasons for reconsideration of a grade:

- The student is on probation
- The student wants to get into Business or any other program
- The student worked hard and thinks this should be a factor
- The student does not like the grade scale
- The student's score is x% below the next grade and would like the instructor to ignore the difference

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 a presentation. Note also that readings may be added; you should always consult the web version of the syllabus and schedule.

Materials listed here will be discussed in class, and are all included in the course package. In addition, the [web page contains a list of "Applications" readings](#). Those will be the basis of student presentations, and are available either in the library or on-line.

1. INTRODUCTION

- Brown, Gillian and George Yule. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press. Chapter 1. Introduction: Linguistic forms and functions (pp. 1-26).

2. DISCOURSE DATA

- Du Bois, John W., Stephan Schuetze-Coburn, Susanna Cumming and Danae Paolino. (1993). Outline of discourse transcription. In J. A. Edwards and M. D. Lampert (Eds.), *Talking Data: Transcription and Coding in Discourse Research*. Hillsdale, NJ: Lawrence Erlbaum. (pp. 45-89).
- Hatch, Evelyn and Anne Lazaraton. (1991). *Design and Statistics for Applied Linguistics*. Boston: Heinle and Heinle. Chapter 5. Coding and displaying frequency data (pp. 129-158).
- Mosegaard Hanse, Maj-Britt. (1998). *The Function of Discourse Particles: A Study with Special Reference to Spoken Standard French*. Amsterdam and Philadelphia: John Benjamins. Chapter 6. Discourse units (pp. 113-128).

3. GENRES AND REGISTERS; WRITTEN AND SPOKEN LANGUAGE

- Crystal, David. (1995). Speech and writing. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. (pp. 291-293).
- Eggins, Suzanne. (2004). *An Introduction to Systemic Functional Linguistics*. London: Continuum. Chapters 3 and 4. Genre: Context of culture in text and Register: Context of situation in text (pp. 54-112).

4. ROLE OF CONTEXT IN INTERPRETATION OF DISCOURSE; SPEECH ACTS

- Mey, Jacob L. (2001). *Pragmatics: An Introduction* (2nd ed.). Malden, Mass: Blackwell. Chapter 3. Context, implicature and reference. (pp. 39-66).
- Sadock, Jerrold. (2004). Speech acts. In L. R. Horn and G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 53-73). Malden, MA: Blackwell.
- Grice, H. P. (1975 [1996]) Logic and conversation. In P. Martinich (Ed.) *The Philosophy of Language*. Oxford: Oxford University Press. (pp. 156-167).

5. CONVERSATIONAL ORGANIZATION

- Sacks, Harvey, Emmanuel Schegloff and Gail Jefferson. (1974). A simplest systematics for the organization of turn-taking in conversation. *Language*, 50, 696-735.
- Tsui, Amy B. M. (1989). Beyond the "adjacency pair". *Language in Society*, 18(4), 545-564.
- Brown, Penelope and Stephen C. Levinson. (1999 [1987]). Politeness: Some universals in language usage. In A. Jaworski and N. Coupland (eds.) *The Discourse Reader*. London: Routledge. (pp. 321-335).

6. DISCOURSE TOPIC; SENTENCE TOPIC; INFORMATION STRUCTURE

- Brown, Gillian and George Yule. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press. Chapter 3. Topic and the representation of discourse context (pp. 68-124).
- Gundel, Jeanette K. and Thorstein Fretheim. (2004). Topic and focus. In L. Horn and G. Ward (Eds.), *The Handbook of Pragmatics*. Malden, Mass: Blackwell. (pp. 175-196).

7. COHESION AND REFERENCE

- Hatch, Evelyn. (1992). *Discourse and Language Education*. Cambridge: Cambridge University Press. Chapter 6. Coherence, cohesion, deixis and discourse (pp. 209-234).
- Grosz, Barbara J., Aravind K. Joshi and Scott Weinstein. (1995). Centering: A framework for modeling the local coherence of discourse. *Computational Linguistics*, 21(2), 203-225.

8. COHERENCE

- Grosz, Barbara J. and Candance L. Sidner. (1986). Attention, intentions, and the structure of discourse. *Computational Linguistics*, 12(3), 175-204.
- Mann, William C. and Sandra A. Thompson. (1988). Rhetorical Structure Theory: Toward a functional theory of text organization. *Text*, 8(3), 243-281.

9. DISCOURSE STRUCTURE

- Grosz, Barbara J. and Candance L. Sidner. (1986). Attention, intentions, and the structure of discourse. *Computational Linguistics*, 12(3), 175-204. (Review from previous topic)
- Polanyi, Livia. (1988). A formal model of the structure of discourse. *Journal of Pragmatics*, 12:601-638, 1988.
- Wolf, Florian and Edward Gibson. (2004). Representing discourse coherence: A corpus-based analysis, *Proceedings of the 20th International Conference on Computational Linguistics (COLING)*. Geneva, Switzerland.
- Chafe, Wallace. (1996). Beyond beads on a string and branches on a tree. In A. E. Goldberg (Ed.), *Conceptual Structure, Discourse and Language*. Stanford, CA: CSLI. (pp. 49-65).

10. DISCOURSE MARKERS

- Fraser, Bruce (1999) What are discourse markers? *Journal of Pragmatics* 31. 931-952.
- Schiffrin, Deborah (2001) Discourse markers: Language, meaning and context. In D. Schiffrin, D. Tannen and H. Hamilton (Eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 54-75).

11. APPLICATIONS (subject to students' interests)

Computational linguistics

Jurafsky, Daniel and James Martin. (2000). *Speech and Language Processing*. Upper Saddle River, NJ: Prentice-Hall. Chapters 18 and 19.

Jurafsky, Daniel. (2004). Pragmatics and computational linguistics. In L. Horn and G. Ward (eds.) *Handbook of Pragmatics*. Malden, Mass: Blackwell. (pp. 578-604).

Forensic linguistics

Shuy, Roger. (2001). Discourse analysis in the legal context. In D. Schiffrin, D. Tannen and H. Hamilton (eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 437-452).

Discourse in educational settings

Temple Adger, C. (2001) Discourse in educational settings. In D. Schiffrin, D. Tannen and H. Hamilton (Eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 503-517).

Discourse across cultures

Blum-Kulka, Shoshana, Juliane House and Gabriele Kasper. (1989). Investigating cross-cultural pragmatics: An introductory overview. In *Cross-Cultural Pragmatics: Requests and Apologies*. Norwood, NJ: Ablex. (pp. 1-34).

Scollon, Ron and Suzanne Wong Scollon. (2001). Discourse and intercultural communication. In D. Schiffrin, D. Tannen and H. Hamilton (Eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 538-547).

Discourse and aging

Hamilton, Heidi E. (2001). Discourse and aging. In D. Schiffrin, D. Tannen and H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 568-589)

Discourse and gender

Kendall, Shari and Deborah Tannen. (2001). Discourse and gender. In D. Schiffrin, D. Tannen and H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 548-567).

Social psychology

Harré, Rom. (2001). The discursive turn in social psychology. In D. Schiffrin, D. Tannen and H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 688-706).

Discourse and conflict

Kakavá, Christina. (2001). Discourse and conflict. In D. Schiffrin, D. Tannen and H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 650-670).

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DISCOURSE STUDIES I (updated 2005-9-6 7:48:15)

Autumn quarter, 09/05/05-11/09/05 (9 weeks, incl 9th wk for assess.), postgraduates in the English language and literature, Eastern Block 219, 13: 15-16:40 Wednesday

This course provides (1) a critical overview of Western discourse analysis and (2) a multicultural perspective on Chinese discourse. Participants are expected to (i) grasp the notion of 'discourse' and a multiculturalist approach to discourse and (ii) develop an initial theory of contemporary Chinese discourse. The theoretically oriented course will serve as a prerequisite for the subsequent, empirically-oriented course on a particular research project (DISCOURSE STUDIES II, in spring semester 2006).

1) Timetable:

Week 1 Welcome to discourse studies: Why do social science and how
Week 2 Background of discourse analysis 1
Week 3 Background of discourse analysis 2
Week 4 A multiculturalist approach to discourse
Week 5 Equilibrium theory of Chinese discourse 1
Week 6 Equilibrium theory of Chinese discourse 2
Week 7 Presentations 1
Week 8 Presentations 2

All work will be conducted in English.

Written assessment '05

Title: A CHINESE CONCEPT OF DISCOURSE:
Its definition, meaning and difference from Western understanding

Essentials:

(1) Identify, from Chinese intellectual history, an understanding of language and communication, providing the source, the context and its influence; (2) explain it in terms of its definition, meaning and use, citing the original Chinese text (and give it English translation) and (3) show its difference from the Western notion of 'discourse'.

N.B. You have read about Western notions of 'discourse'. You must not be restricted by it, because Chinese may not have an exact equivalent concept and it will be more interesting and important to find a Chinese notion that is *related to but different from* the Western understanding.

You **MUST** provide standard references to the Chinese sources you use in this paper (author, publication year, title, publishing house, volume number and in the case of articles, page numbers).

The paper should be about 4-6 A-4 pages, emailed as attachment by Dec 31, 2005 to:
Shixu60@sina.com.

Readings on Western Discourse Analysis (for your paper, you will need to search libraries to find works on Chinese language and culture):

Blommaert, J. (2005). *Discourse: A critical introduction*. Cambridge: Cambridge University Press. (Introduction)

Chouliaraki, L. & N. Fairclough (1999). *Discourse in Late Modernity: Rethinking critical discourse analysis*. Edinburgh: Edinburgh University Press.

Jaworski, A & N. Coupland (eds) (1999) *The Discourse Reader*. Routledge: London and New York.

Schiffrin, D. (1994). *Approaches to Discourse*. Oxford: Blackwell. (Have a glance over the introductory parts of each chapter.)

Shi-xu (2005). *A Cultural Approach to Discourse*. Houndmills, Basingstoke: Palgrave Macmillan. Chapters 1 and 2.

Van Dijk, T.A. The study of discourse. In T.A. van Dijk (1997) (ed). *Discourse Studies: A multidisciplinary introduction*. Vols 1 & 2. London: Sage Publications. Pp. 1-34.

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DISCOURSE STUDIES II (updated 2006-4-18 6:59:48)

Tuesday 14hrs, Eastern Blk 6, #401

In Discourse Studies I of the autumn quarter, we examined cultural-philosophical, western and Chinese theoretical approaches to discourse. Our central claim was that, from a multiculturalist perspective, discourse is a site of cultural contest and change (see also Shi-xu 2005, *A Cultural Approach to Discourse*, Houndmills, England: Macmillan; Shi-xu, ed, *Discourse as Cultural Struggle*, Hong Kong: Hong Kong University Press).

In this part of Discourse Studies, Part II, we engage in a set of practical empirical research projects. The purpose is 1) to develop critical skills in designing and using discourse research methods and 2) to acquire a real practical experience in discourse research and accomplish a specific investigation. We try to achieve these objectives mainly by reading in and discussing methods in discourse studies on the one hand and on the other hand working through particular research projects in groups. The assessment method is group-papers.

Our provisional plan is, after a conference in the first session with students where students and I discuss the relevance of Discourse Studies to the students' interests and future lives, to work through particular research projects one by one:

- 1) Chinese Domestic Media Discourse
- 2) Chinese Media Discourse with the West
- 3) International Social Science Journals as Discourse
- 4) Chinese Language and Communication Journals as Discourse

References (selections from the following):

Jaworski, A & N. Coupland (eds) (1999) *The Discourse Reader*. Routledge: London and New York.

Schiffrin, D, D. Tannen & H.E. Hamilton (2001). *The Handbook of Discourse Analysis*. Oxford: Blackwell Publishing.

Wodak, R. & M. Meyer (eds) (2001), *Methods of Critical Discourse Analysis*. London: Sage Publication.

Further syllabi available online

- Mary M. Juzwik (Discourse Analysis)
<http://www.msu.edu/~mmjuzwik/TE%20991%20syllabus%20fall%202005.htm>
- Jay Lemke (DA and Multimodal analysis)
http://www-personal.umich.edu/~jaylemke/courses/DA_MxM/DA_MxM_syllabus.htm
- Maite Taboada (Discourse and Dialogue Processing)
<http://www.sfu.ca/~mtaboada/docs/potsdam-syllabus.pdf>
- Maite Taboada (Approaches to Discourse)
<http://www.sfu.ca/~mtaboada/docs/ling480-syllabus.pdf>
- Jennifer Stone (Critical Discourse and Semiotic Analysis)
<http://faculty.washington.edu/jcstone/edcni505xsyllabus.html>
- Stanton Wortham (Methods of Discourse Analysis)
http://www.gse.upenn.edu/~stantonw/teaching/teaching_da.html
<http://www.gse.upenn.edu/~stantonw/pdf/da.pdf>
- Zongjie Wu (Critical Discourse Analysis)
<http://www.sis.zju.edu.cn/wyxyzy/conference/researchgroup/CDAcourse.htm>

Suggested activity: Storytelling in Conversation

Carmen Gregori-Signes
carmen.gregori@uv.es
Universitat de València

Purpose: to provide students with an example that illustrates most of the social constraints on storytelling, stories, the storyteller and the recipients/listeners. The activity can be conducted as a pre-activity before you introduce the topic or as a post-reading activity (see bibliographic references below).

Materials: transcript and video tape extract from the film *Good Will Hunting*.

Procedure: provide students with the transcript. Give them time to read it. Watch the video once. Let them read the transcript once more and watch the video extract a 2nd time. Then divide them in groups and ask them to answer the questions included at the end of the handout.

Bibliographic references:

Polanyi, L. 1985. Conversational storytelling. In T. A. van Dijk. *Handbook of Discourse Analysis*, vol. 3, 183-201.

Polanyi, L. 1982. Linguistic and social constraints on storytelling. *Journal of Pragmatics*, 6, 509-24.

Good Will Hunting (1997)



Directed by
[Gus Van Sant](#)

[Robin Williams](#)

Sean Maguire

[Matt Damon](#)

Will Hunting

Written by
[Matt Damon](#) &

[Ben Affleck](#)

Chuckie Sullivan

[Ben Affleck](#)

[Stellan Skarsgård](#)

Prof. Gerald Lambeau

[Minnie Driver](#)

Skylar

[Casey Affleck](#)

Morgan O'Mally

[Cole Hauser](#)

Billy McBride

TRANSCRIPT: INT. L STREET BAR & GRILLE
TRANSCRIPT: INT. L STREET BAR & GRILLE

Skylar and Will sit together along with Will's gang. The boys are considerably drunk, but it makes for good entertainment. Everyone here is having fun including Skylar.

- 1 MORGAN Will, I can't believe you brought Skylar here when we're all wrecked.
2 What's she gonna think about us?
- 3 WILL Yeah, Morgan. It's a real rarity that we'd be out drinkin'.
4 BILLY I've been shit faced for like two weeks.
- 5 CHUCKIE When my uncle Marty drinks, you know, he'll go on a bender for eight,
6 six months
- 7 WILL Yeah
8 CHUCKIE Did I ever tell you what happened to him when he was drivin' up there
9 and he got pulled over
10 I told you guys, right? About uncle Marty Let me tell you what happened
11 to my uncle Marty because you ought to know this
- 12 MORGAN He's always telling stories when we're here. Every time we come here,
13 he's got another story, but we all heard this one. Go ahead, just say it
14 anyway, go ahead.
- 15 CHUCKIE I will go ahead, thanks a lot. I guess I have the floor now, em
16
- 17 CHUCKIE Er Yeah My uncle Marty is driving home, right? Bombed out of his tree,
18 right? Just hammered out of his gourd. Just whacked! State trooper sees
19 him and pulls him over. So, my uncle's fucked, basically They got him
20 outta the car and trying to make him walk the line. He gets out of the car
21 and, you know pukes on the guy. Statie's pretty sure he's over the legal
22 limit. So, he's about to throw the cuffs on him and put him in jail. All of
23 the sudden, fifty yards down the road there's this huge fuckin' BOOM
24 right? So, Statie gets real spooked and then turns around.
- 25 MORGAN A gunshot
26 CHUCKIE No, some some some You heard the story before.
27 BILLY Yeah Morgan, stop it.
28 CHUCKIE Some other guy's car had hit a tree. Okay, there was an accident.
29
- 30 *(Skylar laughs)*
31 Anyway
32
- 33 MORGAN [How could he hear the other guy if he wasn't right behind him.
34 CHUCKIE [Shut up, shut the fuck up Okay I'm gonna break your neck.
35 BILLY [You're driving me nuts Morgan. Shut up You're driving me nuts
36 Morgan.
37 WILL He told you the story once before.
38
39
- 40 CHUCKIE So he tells my uncle "Stay here. Don't move" So Staties goes runnin'
41 down the road to deal with the other accident. After a few minutes of just
42 lying in his own piss and vomit my uncle starts wonderin what he's doin
43 there. Gets up, gets in his car and just drives home. Well the next
44 morning, my uncle's just passed out and he hears this knocking on the
45 door it's the Statie. So he goes downstairs and fuckin pulls the door open.
46 "What"? It's the State's trooper that pulled him over . States said "Fuck
47 you mean, what?" You know what" I pulled you over last night is what.
48 And you fuckin took off. He's like "bitch I've never seen you before in
49 my life. I 've been home all night with my kids. I don't know who the

50 fuck you are." He said, " you know who I am. Let me get in your garage.
51 My uncle says, "What?" He said "Let me get in your garage". "All right,
52 fine". Takes around the garage and opens the door --and there is the
53 Statie's cruiser is (laughs) The Statie's police cruiser is in my uncle's
54 garage.

55
56 *(Skylar laughs)*

57
58 CHUCKIE IS that fucking unbelievable? He was so fucking hammered, he drove the
59 wrong car home. And the best part about it is The fuckin' Trooper was so
60 embarrassed he didn't do anything. Cause he'd been drivin' around in my
61 Uncle's Chevelle looking for the house.

62 MORGAN All right Chuck. What the fuck is the point of your story?

63 CHUCKIE Well, he got away. That's the point

64 MORGAN All right, well, question Are you

65 WILL Come on, stop it

66 MORGAN [I'm trying to clarify something 'cause you're too embarrassed

67 BILLY [You're embarrassing her

68 MORGAN to ask 'cause you know it doesn't make any sense

69 BILLY It does make sense if you listen to the story and quit asking questions

70 SKYLAR Morgan, let's see if you can get this one. I've got a little story for you.

71 All right

72 There's an old couple in bed. Mary and Paddy...

73

ACTIVITY. After reading & watching the extract from the film, work in groups and answer the questions below. They are all related to storytelling and how the participants in the conversation react to it.

Proposal & acceptance

1. Identify pre-sequence or pre-pair.
2. Do the potential listeners of the story accept or reject? Explain what's going on, how do they receive the story?
3. Comment on the acceptance/ permission to tell the story.

Storytelling or narrative

4. Are there any interruptions? Why?

Receipt

5. Do speakers show appreciation of the content or manner, or both, of the telling?

Participants:

6. Comment on the response/ reaction of the listeners to the story. Who supports Chuckie? Who doesn't? How do they do so?

Stories generate stories:

7. As claimed by Goffman (1974:510) "an illustrative story by one participant provides a ticket another participant can use to allow the matching of that experience with a story from his repertoire".

Do the participants react in the same way to Skylar's proposal to tell a story? Why?

Discourse Analysis

Activities to use in teaching genre

Anne McCabe, Saint Louis University, Madrid Campus

I use this activity to work on what makes a written text effective in a given context. We look at who is addressing whom, politeness (positive and negative), and distancing.

Text 1

My name is Peter James and I am a doctoral student at the University of Minnesota, and am doing my dissertation research on issues surrounding advanced FL (Spanish) writing at the University. As I was not able to attend the AAAL conference in St. Louis this year, I wondered if you wouldn't mind forwarding to me a copy of the handout from your presentation on nominalized writing. As you can imagine, your topic is of potential interest to my dissertation research, and I'd love to be able to take a look at your findings and methodology.

If this would be possible, I would greatly appreciate it. Perhaps, the easiest way would be just to send it as an attachment via e-mail. Otherwise, I would be happy to send you a self-addressed and stamped envelope.

Thanks for your help with this.

Sincerely,

Text 2

Discussion

Ellis and Mellsop (1985) concluded that de Clérambault's syndrome is an aetiologically heterogeneous disorder. Theories of aetiology have encompassed alcoholism, abortion, post-amphetamine depression, epilepsy, head trauma and neurological disorders. None of these is relevant in this case. Reviewing various descriptions of the pre-morbid personality in pure cases, Mullen and Pathe (1994: 101) summarise by invoking "a socially inept individual isolated from others, be it by sensitivity, suspiciousness or assumed superiority. These people tend to be described as living socially empty lives...the desire for a relationship is balanced by a fear of rejection or a fear of intimacy, both sexual and emotional".

Text 3

Hello!

Well, I am quite a relieved, happy, though rather tired, little bunny - I have finished university! That feels pretty good to say. Obviously now the scary part comes as I really don't know what I'll be doing next but at the moment I'm just enjoying doing very little! I am going to do the TEFL course in July but Mum said that you were hardly going to be in Madrid then, most inconsiderate of you! So, instead, I'm going to Barcelona for the month. But, I really want to see you all, so I was wondering if there was a weekend in July that you were around so that I could come and visit, as long as you want me, obviously! I'd love to see you, it's been so long and I miss you all.

Hope everything is ok with you and everyone. Say hello to them from me. Let me know all the news.

Take care of yourself,

love

C.

Text 4

To: The “Big Hotel” in New York

From: Sandra ::: :::

I write you because I want to book 2 double hotel rooms for three nights: 12, 13, 14 April 2004.

We don't want to eat in the hotel.

I'll wait your answer.

Sandra

Text 5

Hello!

I'm Diana, so I want to make reservations in your hotel for three nights.

I'm going to travel from N.J., in case I can't call you to cancel.

Thanks!

Comments

You can probably tell that the first and last texts are examples of correspondence. They were written as e-mails, both of them obviously requesting something. In the first one, the correspondents don't know each other; thus the tone is more formal, as evidenced by more complex nominal phrases such as “potential interest to my dissertation research”, and by both positive and negative politeness strategies, such as the writer indirectly complimenting the receiver suggesting that her topic is of interest to him. Also, the writer mitigates the request (of asking for the handout) by making it easier to refuse “if this would be possible” – i.e. it might not be possible -- and also providing options for the sending of the handout.

Obviously the relationship between the correspondents in Text 3 is closer, as it is chattier, and the writer gives very personal information about herself. The tone is less formal, as evidenced by less complexity in the nominal groups, and greater complexity in the clause complexes, lot's of short clauses are strung together in one sentence - a feature which has been more connected with the spoken language. This writer also uses positive and negative politeness strategies, although more directly than the first writer: “I really want to see you all” is a direct statement of her desire, which she actually repeats “I'd love to see you, it's been so long and I miss you all”, and “as long as you want me”! is also an “out” for the person she's writing to, but would also require greater tact on the part of the reader if the writer's request were refused, calling for a lengthier response with lots of mitigation to lessen the face threat of a refusal.

Now, you may have imagined that Text 2 is an article written by a psychiatrist for fellow psychiatrists in a specialized journal; that is, one specialist writing for other specialists, not for a lay public....at least that would indeed seem to be the case. However, this text actually appears at the end of Ian McEwan's novel *Enduring Love*, in an appendix. As we can see by the article below, this actually fooled some critics and psychiatrists alike:

By Laura Miller

Sept. 21, 1999 | ... in England, a novelist has turned the tables and tricked the chaps in the white coats, specifically the sober editors of the *Psychiatric Bulletin*, a sister publication to the *British Journal of Psychiatry*.

In his 1997 novel, "Enduring Love," Ian McEwan ... described the trials of a science writer who is stalked by a man suffering from erotomania -- obsessive love. McEwan includes, as an appendix, a report on a similar case of "De Clerambault's Syndrome" reprinted from the *British Review of Psychiatry* and written by Drs. Robert Wenn and Antonio Camia.

However, as the *Manchester Guardian* reported recently, neither the *British Review of Psychiatry* nor the study's authors exist. (In fact, the last names of the doctors are an anagram for Ian McEwan.) Ronan McIvor, a consultant psychiatrist at the National Hospital for Neurology and Neurosurgery in London, was tricked by the hoax: Reviewing the novel in the *Bulletin*, he described it as being "based on a published case report."

But as we can also see, the article was based on the novel, not the other way around:

'Sir, I can confirm that Appendix 1 of *Enduring Love* is fictional . . . based on the novel that precedes it rather than the other way round. At the end of a story about rationality, I wanted to produce an extreme example of a highly-determined rational prose such as one might find in a psychiatric case study. As I am sure the editors will confirm, in 1997 I submitted the paper to the *British Journal of Psychiatry* in the name of one of the authors, Dr Wenn...."

So here we have a writer, who has a degree in English and a Master's degree in Creative Writing, but no degree in Psychiatry, who is capable of reproducing a text in a highly specialized genre. Whether the text is "successful" or not is difficult to decide, but at least it did fool some people.

Just what is it that McEwan, and our two e-mail writers, "can do" (and what my students can AND can't do) in terms of writing?

Summary

What do effective writers do when they write? The linguistic choices writers make allow them to:

- compose a representation of the world (**conjure up / compose / reflect / construct** realities or worlds)
- establish and maintain social relationships (so texts have a **reader** in mind – not only letters, but also other text types, e.g. McEwan's text)
- assemble those meanings into a message that hangs together well, i.e. texts that we can follow coherently.