Department of Anthropology
Anthropology 2249F-001 - Discourse Analysis
Fall 2022

Version date: Sept. 14, 2022

Classes:

Lectures: Mondays 6:30-9:30 pm
Classroom: UC-1110
Credit value: 0.5 credit

Instructor:

Instructor: Douglas Severo
Office hours: TBD
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Requisites:

Prerequisites: None.
Antirequisites: None.

Course Description and learning outcomes:

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

Because discourse analysis is best learned by practice, students will be required to conduct original research, collecting, transcribing and analyzing data. Upon successful completion of this course, students will be able to:
• identify structures and patterns in oral and written discourse
• use various theoretical models to analyze how spoken and written discourse is connected to social and cultural processes
• design and conduct a research project investigating aspects of language in use
• communicate ideas about language using scholarly terms
• recognize and address ethical issues arising from researching human subjects

Course Materials:

Paltridge, Brian. *Discourse analysis: An introduction*. Bloomsbury Publishing, 2021.

Required Readings on OWL:

Brumark, Å. (2006). Non-observance of Gricean maxims in family dinner table conversation. *Journal of Pragmatics*, *38*(8), 1206-1238.

Cameron, D. (2001). *Working with spoken discourse*. (pp. 31-44). Sage.

Gulliver, T. (2010). Immigrant success stories in ESL textbooks. *Tesol Quarterly*, *44*(4), 725-745.

Lewin-Jones, J. (2019). Discourses of 'internationalisation': a multimodal critical discourse analysis of university marketing webpages. *Research in Post-Compulsory Education*, *24*(2-3), 208-230.

Norris, S. (2004). *Analyzing multimodal interaction: A methodological framework*. (pp. 58-78). Routledge.

Ostermann, A. C. (2017). 'No mam. You are heterosexual': Whose language? Whose sexuality?. *Journal of Sociolinguistics*, *21*(3), 348-370.

Evaluation:

Ethics Protocol – 5%
Research proposal – 5%
Transcription – 20%
Annotated Bibliography – 15%
Essay – 30%
Contributions to discussions in class – 10%
Presentation – 15%

Ethics Training (5%)

Before collecting data, you will first need to complete the tutorial on the ethical conduct of research involving human subjects. The TCPS 2 Course on Research Ethics (CORE) is available on the website for Panel and Research Ethics. (You can create an account and log in using the purple button on the right side of the screen.) It should take 2-3 hours to complete the training. You must submit a printed copy of the certificate of completion to OWL > Assignments. This is a pass/fail assignment. If you do not submit the certificate, you cannot collect data and you cannot write the essays. If you submit essays without having submitted the ethics training certificate, they will not be graded. If you have already completed this training for another course, go ahead and submit your certificate to OWL.

Research proposal (5%)

The next step is to upload a 300-500 word description of your proposal for recording talk. In the proposal you will describe:

1. the participant group and your relationship to them
2. the mode (e.g. face-to-face, Zoom)
3. the setting or context of interaction (e.g. family dinner, friends on a Zoom call) 4. any anticipated difficulties or ethical concerns. The next step is to upload a 300 word description of your proposal for recording talk. In the proposal you will describe:

You will also upload the consent forms signed by all participants with your proposal. You must submit the proposal nd the consent forms as one document.

The professor will review each of the proposals and notify you if there are any ethical concerns to be resolved before data collection begins. If you do not submit your proposal, you cannot collect data for your assignments. If you submit essays without having submitted the proposal, they will not be graded.

Transcription (20%)

You will record at least 30 min. of natural (i.e. non-scripted and live) talk, in any language you understand well enough to analyze. There should be between 2 and 5 speaking participants. This talk can happen in face-to-face interactions or over telephone or video chat applications.

Select a 10-minute clip of your recording and produce a transcription of those 10 minutes using techniques that will be described in class and which would help you in carrying out the analysis for your homework assignments. See **OWL** for transcription examples to get the ELAN start-up guide and templates.

It is best to read all the assignment instructions before selecting your 10-minute clip to be sure it will be most useful. In particular, ensure that your clip has more than one person speaking and at least one part that could be considered a story or narrative describing something that happened. **If your clip contains a language other than English, please ask the professor for instructions about transcribing translations.**

Along with your transcript include: **(1)** a brief description of the setting and participants (3-4 sentences), **(2)** a key for symbols used in the transcription, **(3)** a detailed discussion of two choices that you have made in representing the talk, with justification (for example, names, para-linguistic features, pauses, unconventional spelling, representation of different languages). You must also **upload the 10 min. clip** to the course website through "Assignments" or otherwise provide a link to the file (but NOT by e-mail attachment). Only **.mp3, .m4a, and .wav** formats will be accepted. Your transcript will be evaluated on its faithfulness to the original speech, on the formatting specifications given by the professor, and on the systematic application of your chosen format. Some in-class activities may be based on your transcript.

Note that if you begin with an automatically generated transcript from a voice recognition tool, you will still need to edit your transcript for accuracy and to adhere to the recommended format described in the instructions.

You will receive a grade for the initial submission of your transcript. If revisions are suggested, you can increase your transcription score by up to 2 points by submitting the revised transcript.

Annotated Bibliography (15%)

In the annotated bibliography assignment, you will find studies that are related to your topic/research question, and you will write a critical summary of those sources. Your annotated bibliography provides a foundation for your research leading to your presentation and your term essay.

This is what you must include in the Annotated Bibliography assignment:

1. Introduce report topic. Restating your report topic in a clear and articulate manner ensures that the resources in your annotated bibliography may be appropriately assessed. The introduction should include your description of the overall scope of your research (periods, sub-topics, approaches which you include or exclude) and the organization of the references that follow (grouping by sub-topic, approach, time period, etc.). The length of your introduction should be no more than 300 words.

2. Identify key words and concepts for your research topic. State the key words and concepts you used in your search strategy that produced relevant search results. Write a short description (a couple of sentences) about how you found relevant resources (this could be through using the library catalogue, databases you used, chapters you read that helped you find other works, consulting a librarian, etc.). Please be thorough in this description, but concise.

3. Compose a brief evaluative annotation for each resource. Identify and locate a variety of resources to support your essay topic. A good quality assignment will accurately cite and annotate

about six to ten resources. You should aim for a variety of books, book chapters and journal articles. Please use APA style.

When writing your annotations, you must:

1) have fully referenced citations: These citations are the bibliographic information about the sources you evaluate and must include complete bibliographic information according to the APA citation style, and demonstrate use of a consistent style and format.

2) have an organized annotation (approximately 100-150 words for each resource). Annotations should address author credibility (Why is this author credible?), source's connection to your research topic and source's relationships to other works in the field. Annotations may also include: Scope and main purpose of the work; Accuracy of content & objectivity of work; Relevance of coverage (Why is it suitable for your topic?); Source's connection to other works you have chosen; Source's strengths and weaknesses; Your personal conclusions about the source.

You can think of your Annotated Bibliography as a reader's guide to your chosen topic (what you would like to have known before starting reading).

Essay (30%)
- Use your **transcript of recorded talk** as the data for this assignment.
- The essay should be **1,800-2,000 words**, not including quoted examples from your data or references. Include a **word count** at the end of your essay.
- At the end of your essay, append your transcript (revised from the original submission, if necessary).
- Submit your essay to OWL > Assignments.

Choose **two** of these analytical models for your essay:

Ethnography of Speaking
Using the recorded talk you have transcribed, apply the SPEAKING acronym to produce an analysis. Choose some parts to focus on that work well with the other analytical model you are using for this essay. Include a paragraph explaining (with examples) how the context is important to understanding the interaction. Give examples.

Multimodal Discourse Analysis
Analyze non-verbal aspects of communication which influence the linguistic choices and the interpretation of the discourse, such as: gesture, posture, relative spatial position, gaze, clothing, hairstyle, written text, images, sound, etc. **Note that these things must be marked systematically in your transcript in order to do this kind of analysis.** This would work best with a video-recording rather than only audio, to facilitate transcription of non-verbal aspects.

Pragmatics: The Co-operative Principle
Find two instances where one or more Gricean Maxims are violated or flouted. Explain briefly why they are violations or flouts of the Gricean Maxims. In the case of flouts, also explain the implicature. Please include the utterances being analysed along with the explanations. (i.e. reproduce the utterance in the body of the essay in addition to referring to a line number from your transcript).

Pragmatics: Face and Politeness

Identify face threatening acts (FTA) and explain whose face is threatened, whether it is positive face or negative face, and why the act is threatening. Describe what, if anything, is done to mitigate the FTA and any politeness strategies used. Describe the response to the FTA. What does this exchange tell you about the relationship between the speakers?

Conversation Analysis

Use the terminology developed in Conversation Analysis to talk about structures, features and patterns in the speech or writing you are analyzing. Below are some suggestions; you do not need to do all of these in your essay and you may choose to analyze something else.

- Provide a general description of the openings and closings to the conversation or messages as participants come and go. Are there greetings and leave-taking phrases such as "hi" and "bye" or "ttyl"? Does everyone use the same openings and closings?
- Give examples of two kinds of adjacency pairs (not greetings or closings). Are there instances where dispreferred responses were made or the pair was not successfully completed? How did participants react to that? Were any politeness strategies used? Explain what was going on.
- Is there a consistent difference in some participants' length of turns at talk or messages compared to others? How do you explain this?
- Note the time period covered by the set of messages or the time between turns at talk. Explain how this shapes the interaction.
- Categorize the topics and identify any tendencies evident in the set of messages or conversation. How are topic changes managed?

Stance

Notice how particular words, phrases, emojis or grammatical structures are used to indicate stances participants take on discursive figures you identify. Choose examples using specific discursive figures to demonstrate your analysis of stance-taking in context, including alignment, affect and investment. Discuss how stance-taking is related to identity in your examples.

Interactional Sociolinguistics

From your transcript or set of messages, select one discourse marker or "detachable" word (e.g. dude, bro, look) and follow the instructions in the Cameron textbook, page 115. You may not select a discourse marker that was discussed in class (i.e. just, like, oh). You may analyze one of the suggestions in the book (i.e. well, you know, I mean) or another one in your transcript.

Managing Identities and Power

What kind of social identities are participants constructing in the way they use language in the data set? (E.g. joker, novice, partier, expert, nerd, jock, hipster, boss, victim, judge, helper, interviewer, friend, teacher, woman, man, etc.) Analyze specific examples to demonstrate how linguistic features are employed in the creation of roles and relationships among participants in the interaction. Pay attention to gender, race, age and other social categories in your analysis. Consider the nature of the relationships and give linguistic evidence for differences in power.

Critical Discourse Analysis
Following the principles of Critical Discourse Analysis, determine the ideological framing of the narratives (e.g. liberal, conservative, scientific, religious). Comment on grammatical structures (e.g. verb tenses, agent/subject/object roles), lexical choices (e.g. kinds of descriptors used for people and events), kinds of sources or people quoted, and how the story is introduced. Explain how these choices have ideological implications which create a particular view of the event. Discuss some alternative frames that could be taken up by another speaker or text. If you find narratives with different points of view in your data set, you could compare them using critical discourse analysis.

Other Analytical Model
You may choose to apply other analytical methods learned in class.

Contributions to discussions in class (10%)

Attendance and participation in class activities and group discussions are fundamental to the learning experience of both you and your classmates. Come to class having read the assigned material so you can participate in a meaningful way. Lectures will not simply repeat the content of the readings, but instead will be designed to get you thinking about the ideas and apply what you have learned.

There will be opportunities to participate in class such as answering questions, participate in group discussions, analyze linguistic data using the methods learned in class an engage in discussions online (OWL).

Your participation will be assessed every class. Contributions will be given a score from 0 to 2. 2 = insightful, makes reference to class materials, connects to other experiences 1 = minimal effort with little evidence of reflection; lacks references to readings 0 = missing or inappropriate.

Please check OWL for the this assessment rubric.

Presentation (15%)

After writing the report, it is time to present your analysis to your classmates. The presentation should be **10 minutes** long and include visual aids, such as a slide show or a poster. You will present your essay and include the data you analyzed to illustrate your points. You can use your classmates comments to help you revise your essay before you submit it. Remember to submit your presentation to OWL.

Late submissions:
In this course, you will have a 24-hour grace period to submit all your assignments. Thus, if an assignment is due on a Wednesday at 11:59pm, you will have until Thursday 11:59pm to submit it without any marks being deducted. After the 24-hour grace period, 5% of your grade will be deducted for each day you are late in submitting the assignment. ***No late assignments are accepted more than five days (including weekends) after the deadline***. However, this does not apply if you have permission for special accommodation from Academic Counseling, in which case the needed accommodation will be provided.

Where to submit: Submit your written assignments electronically through OWL's Assignments feature.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Course Specific Statements and Policies:

Conditions Required to Pass this Course

In order to pass this course, students must submit and earn a passing grade on the final paper. *The evaluation methods described above are essential to this course. Collecting spoken data, transcribing it and writing an analysis of the data collected are essential skills that students need to develop in order to pass this course.*

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence. Plagiarism is a major scholastic offence. Please visit Western Libraries to read about What is Plagiarism?

Policy on Laptops and Cellphones in Class:

Laptops are permitted for note-taking in class but if it is observed that students are on social networking sites, they will be asked to close the laptop and will not be permitted to use it for the remainder of the class. Be sure that all cellphones are turned off at the beginning of class.

Institutional Statements and Policies

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: Western's academic policies.

(Tentative) Schedule

Week	Date	Topics and Readings	Assignments Due
1	12 Sep.	Intro. Discourse Analysis + Syllabus Chapter 1 and Syllabus	
2	19 Sep.	Designing Projects, Ethics and Data Collection Chapter 11	Ethics Training
3	26 Sep.	Transcription Cameron 2001 Norris 2004	Research Proposal
4	03 Oct.	Discourse and Society Chapter 2	
5	10 Oct.	*No Class - Thanksgiving Holiday*	
6	17 Oct.	Discourse and Pragmatics Chapter 3 Brumark 2006	
7	24 Oct.	Conversation Analysis Chapter 5 Ostermann 2017	Transcription
		No Class - Reading Week	
8	07 Nov	Critical Discourse Analysis Chapter 10 Gulliver 2010	Annotated Bibliography
9	14 Nov.	Multimodal Discourse Analysis Chapter 8 Lewin-Jones 2019	
10	21 Nov.	Presentations	Presentations
11	28 Nov.	Presentations and Peer Review	Presentations
12	05 Dec.	Self-assessment and time to work on the final essay	Final Essay

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