

ANTHROPOLOGY 2249G

Discourse Analysis

COURSE OUTLINE

Winter 2021

Professor: Dr. Karen Pennesi (she/her)

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Office hours: Wednesdays 1:30 – 2:30 pm EST

You must use your Western Zoom account via permanent link through the Zoom tab in OWL, or this link: <https://westernuniversity.zoom.us/j/6727705606>

Credit value: 0.5

Synchronous Class Time: Tuesdays 9:30 - 11:30 a.m. EST

You must use your Western Zoom account via permanent link through the Zoom tab in OWL or this link: <https://westernuniversity.zoom.us/j/93092514189> and use the passcode: **ANTH2249**

Mode of Delivery:

This course has two synchronous hours of class time and you are expected to join the Zoom meeting at the scheduled time each week as you would for a regular in-person class. In the Zoom meetings, I will present new lecture material and you will interact with your classmates and me through verbal discussion and written chats. You should come to the meetings prepared to discuss the course material and to participate in learning activities. That means that you should have done the readings and completed the quiz for the week before Tuesday. Class sessions will not simply repeat the content presented on the OWL site, but instead will be designed to get you thinking about the ideas and apply what you have learned. These class meetings will also be an opportunity for you to clarify expectations for assignments and ask questions about the material. When doing assignments, you are expected to incorporate any new material presented in class meetings in addition to the readings. Consistent participation in the class meetings will help you process the material most effectively, which will in turn enable you to get the most (learning, marks) out of the assignments.

After the Zoom sessions on Tuesdays, I will post follow-up activities on OWL to be completed asynchronously (equivalent to the third hour of course contact time). These lessons should be completed by the end of Thursday in the same week so that you can keep up with readings and assignments.

Calendar Course Description: Structures and patterns in spoken and written language are analyzed in interactional contexts using various models. Topics include: conversation analysis, speech acts, pragmatics, discourse markers, and transcription.

Prerequisites: Anthropology 1027A/B or Linguistics 2288A/B

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

Course Syllabus:

Discourse is broadly defined as language in use (talk, text or signed). 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 of linguistic features. Because discourse analysis is best learned by practice, students will be required to conduct original research, collecting, transcribing and analyzing data.

Note: This syllabus may be adjusted as required throughout the term. All students are responsible for checking OWL > Syllabus for the most up-to-date version.

Learning Outcomes:

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:

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

You can buy a paperback copy of this book from [The Book Store](#) on campus and they will ship it directly to you, or you can buy an [e-book](#). There are also plenty of used copies available to be purchased from sellers online.

Additional required readings will be made available on OWL in "Course Readings".

Evaluation:

% of Grade	Assessments
10	Quizzes and reading comprehension questions
15	Transcription
25	Analytical Essay 1
25	Analytical Presentation
25	Analytical Essay 2
100	TOTAL

Quizzes and Reading Comprehension Questions (10%)

To motivate you to complete the readings and ensure that you comprehend the main ideas, you will answer questions on the readings. These will be incorporated in the weekly lessons on OWL as quizzes or other forms of written response. Each quiz will be worth 1% of the final grade.

Ethics Training and Proposal (pass/fail)

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 [here](#). (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.

The next step is to upload a 300 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 professor will review each of the proposals and notify you if there are any ethical concerns to be resolved before data collection begins. This is a pass/fail assignment. 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 (15%)

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 > Guidelines and Examples** for transcription 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 as an Appendix to your first essay.

Analytical Essays/Presentation (3 x 25% = 75%)

The major portion of your mark in the course will come from two essays and one presentation in which you analyze discourse according to the theoretical frameworks and models learned in the course. These assignments give you the opportunity to examine your own data and to try each approach, guided by the instructor's questions. Each analysis is worth 25% of the course grade. See **OWL > Instructions** for detailed instructions and **OWL > Guidelines and Examples** for help with writing the analyses.

Essays

The essays should be **1300- 1500 words**, not including quoted examples from your

data or references. Append your transcript or excerpts from your data set of messages to the end of your essay. Submit your essay to OWL > Assignments.

Presentation

The presentation should be **10 minutes** long and include visual aids, such as a slide show or a poster. You will submit a recording of yourself giving the presentation (e.g. audio narration of slide show, audio narration of poster, Zoom video of you giving the presentation). You may choose the format but we must be able to hear your voice speaking and we need something to look at that complements what you are saying. You will include examples from your set of messages to illustrate your points as you would include quotes in an essay. Submit your presentation to OWL > Voice Threads.

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](#).

Statement on Accommodation, Illness Reporting and Academic Considerations

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a [Student Medical Certificate \(SMC\)](#) (if the absence is medical) or provide appropriate documentation if there are compassionate grounds for the absence in question. Students

are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.** For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

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. Plagiarism is a major scholastic offence. 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.

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:

Statement Concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of

etiquette:

- Join the meeting on time.
- Use your computer and/or laptop if possible (as opposed to a cell phone or tablet).
- Ensure that you are in a private location to protect the confidentiality of discussions, in the event that a class discussion deals with sensitive or personal material.
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise.
- It is your choice whether to turn on your video camera during the meeting, however, you are encouraged to have it on when it is your turn to speak.
- Upload a photo of yourself on your Zoom profile so that when you have your camera off, people can still see who you are.
- Be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable.
- Unless invited by your instructor, do not share your screen in the meeting.

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question.
- Remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Remember to mute your mic after speaking (unless directed otherwise).

General considerations for online interactions:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Use of Recordings:

Synchronous class sessions will not normally be recorded but it is possible that recordings will be made of some sessions for accommodation purposes. You will be notified if a session is to be recorded. The data captured during Zoom recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are **not permitted to record the sessions**, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Computer-related Problems:

Make sure to frequently back up all your work and the materials you download on an external site (such as an external hard drive, cloud, an e-mail to yourself) in case your computer crashes or is damaged or stolen. A system of making regular back-ups should be standard practice for anything you do on your computer. No extensions for any assignments will be granted for computer-related problems or lost files. It is your responsibility to solve any problems you encounter with the OWL system on your device, including access to the site or uploading and downloading files. The OWL Help Desk can be reached at 519-661-3800 or through this [web form](#).

Missed Deadlines:

Writing assignments will always be due on Fridays by 5 p.m. EST. If you are unable to meet a deadline for any reason, there is a two-day grace period for you to submit your assignment by 5 p.m. EST on Sunday after the due date without any explanation and without a late penalty. This two-day grace period eliminates the need to ask for extensions and ensures that I have enough time to mark the assignments and return them to you promptly. Submission portals will be locked after 5 p.m. EST on Sunday after the due date and assignments will not be accepted after that without recommendations for accommodation from Academic Counselling and a meeting with the professor. All assignments must be submitted through OWL; any assignments sent by e-mail will not be accepted.

Quizzes are due on Tuesdays by 9:30 a.m. when our Zoom class sessions begin. Due to the low value of each quiz, there is no grace period for quizzes and no extensions will be granted without recommendations from Academic Counselling.

Format for Written Assignments:

All written assignments must be double-spaced, in 12 point font, with 2.5 cm (1 inch) margins. Include a title page for each written assignment. The title page must include your first and last name, the course number, the date of submission, the professor's

name and a relevant title (e.g. not "Homework 1"). Writing a descriptive title helps you clarify what your essay is about and immediately guides the reader to your topic. Insert page numbers after the title page. The title page does not have a number. Page numbers are important even with documents submitted online because sometimes they are printed.

Cite references according to the Author-Date version of the Chicago Manual of Style. There is a Style Guide with examples of how to do this posted on OWL > Writing Resources.

Schedule:

Week	Date	Topics and Readings	Assignments Due
1	11-17 Jan.	<i>Introduction to Discourse Analysis</i> Cameron: Intro. and Ch. 1 Read entire syllabus	Quiz
2	18-24 Jan.	<i>Designing Projects; Ethics; Collecting Data</i> Cameron: Ch. 2 and Ch. 12	TCPS 2 Ethics Training Certificate Quiz
3	25-31 Jan.	<i>Transcription</i> Cameron: Ch. 3 Ochs 1999 Norris 2004	Quiz
4	1-7 Feb.	<i>Ethnography of Speaking; Multimodal Discourse Analysis</i> Cameron: Ch. 4 and Ch. 5 Cameron & Panović 2014	Quiz
5	8-14 Feb.	<i>Pragmatics</i> Cameron: Ch. 6 Kitzinger and Frith 1999	Transcription Due 12 Feb. 5 pm EST Quiz
	15-21 Feb.	NO CLASS – READING WEEK	
6	22-28 Feb.	Read Instructions and Guidelines on OWL	Essay 1 Due 26 Feb. 5 p.m. EST
7	1-7 Mar.	<i>Conversation Analysis; Stance</i> Cameron: Ch. 7 Kiesling 2011	Quiz
8	8-14 Mar.	<i>Interactional Sociolinguistics; Multilingual Discourse</i> Cameron: Ch. 8 Trester 2009 Morel et al. 2012	Quiz

9	15-21 Mar.	<i>Identity, Difference and Power</i> Cameron: Ch. 11 O'Keeffe 2006	Quiz
10	22-28 Mar.	Read Instructions and Guidelines on OWL	Presentation Due 26 Mar. 5 p.m. EST
11	29 Mar. – 4 Apr.	<i>Critical Discourse Analysis</i> Cameron: Ch. 9 Cameron 1995	Quiz
12	5-11 Apr.	<i>Social Research; Narrative</i> Cameron: Ch. 10 De Fina and Johnstone 2015 Spielmann 1998	Quiz Essay 2 Due 16 April 5 p.m. EST

List of Required Readings on OWL:

Cameron, Deborah. 1995. "Civility and its Discontents: Language and 'Political Correctness.'" In *Verbal Hygiene*. New York: Routledge. 117-165.

Cameron, Deborah, and Ivan Panović. 2014. "Multimodal Discourse Analysis." In *Working with Written Discourse*. Thousand Oaks, CA: Sage. Pp. 97-111.

De Fina, Anna, and Barbara Johnstone. 2015. "Discourse Analysis and Narrative." In *The Routledge Handbook of Discourse Analysis*. 2nd Edition. D. Tannen, H. Hamilton and D. Schiffrin, eds. Hoboken: John Wiley and Sons. Pp. 152-167.

Kiesling, Scott. 2011. "Stance in Context: Affect, Alignment and Investment in the Analysis of Stancetaking." Paper presented at the iMean Conference. 15 April 2011. The University of the West of England, Bristol, UK. [Link to Prezi: <http://d-scholarship.pitt.edu/27211/>]

Kitzinger, Celia, and Hannah Frith. 1999. "Just say no?: The Use of Conversation Analysis in Developing a Feminist Perspective on Sexual Refusal." *Discourse and Society* 10 (3):293-316.

Morel, Etienne, Claudia Bucher, Simona Pekarek Doehler, and Beat Siebenhaar. 2012. "SMS Communication as Plurilingual Communication: Hybrid Language Use as a Challenge for Classical Code-switching Categories." *Linguisticae Investigationes* 35(2): 260-288.

Norris, Sigrid. 2004. *Analyzing Multimodal Interaction: A Methodological Framework*. Taylor and Francis. Pp. 58-78 (Ch. 3).

Ochs, Elinor. 1999 [1979]. "Transcription as Theory". In A. Jaworski and N. Coupland (eds.), *The Discourse Reader*. New York: Routledge. Pp. 167-182.

O'Keeffe, Anne. 2006. "Managing the Discourse." and "Creating and Sustaining Pseudo-relationships." In *Investigating Media Discourse*. New York: Routledge. Pp. 62-126.

Spielmann, Roger. 1998. "'Leave it to Beaver': Discourse Analysis of a Traditional Anishnaabe Legend." In R. Spielmann, *'You're So Fat!': Exploring Ojibwe Discourse*. Toronto: University of Toronto Press. Pp. 184-204.

Trester, Anna Marie. 2009. "Discourse Marker 'oh' as a Means for Realizing the Identity Potential of Constructed Dialogue in Interaction." *Journal of Sociolinguistics* 13(2):147-168.

Supplementary Readings for use in Essays

These sources are available online through Western Libraries. Several chapters are relevant to the topics in this course and each chapter also lists several useful references.

The Routledge Handbook of Discourse Analysis.

The Cambridge Handbook of Discourse Studies.

Spielmann, Roger. 1998. *'You're So Fat!': Exploring Ojibwe Discourse*. Toronto: University of Toronto Press.