



Sharif University of Technology
Languages and Linguistics Center
Second Semester, 96-2

Course: *An Introduction to Discourse Analysis*

Number of Credits: *2 Credits*

Instructor: *Saeed Rezaei*

Location: *Languages and Linguistics Center*

Office Hours: *Every day! (By appointment please)*

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1. Course Description

This is an introductory course to the study of language in context for the M.A. students of TEFL. In this course, we will try to have an introductory overview of the main issues and topics in the field of Discourse Analysis.

2. Course Goals

By the end of this term, students are expected to:

- learn about the history, origin, and later developments in the field of discourse analysis;
- have a firm understanding of the main areas of research introduced in the syllabus;
- learn the research methods and data collection approaches in discourse studies;
- know about the place of language in society and its sociopolitical power;
- deliver a mini-proposal at the end of the term.

3. Scoring Criteria

a) Active Participation **2 points**

Students are required to attend all the sessions well-prepared. They should bring their questions and comments and add to class discussion. Silent students or reluctant ones will not get this part of the score. Attendance in all sessions is compulsory and three or more unexcused absences will result in the failure of the course! Also, absences/tardiness will negatively affect your final score!

b) One Presentation **2 points**

Each student is obliged to have one seminar presentation (for about 15 minutes) based on the topics in this syllabus. Presentations will be based on the papers selected by the course instructor. For each presentation, students are required to have PowerPoint slides, handouts, and a summary of the papers they have perused. Although all students are expected to read the assigned papers, the presenter will have a more profound reading on the topic. This will allow them to delve more deeply into an area of research and hence later be able to write a paper/proposal on the same/related topic.

c) Midterm Exam **6 Points**

d) Final Exam **8 Points**

e) Paper Submission **2 Points**

By the end of the course, students are required to submit a paper on a topic related to discourse analysis. The paper should be between 3000-4000 words and should have 10 references minimum. The topic for the paper will be confirmed based on the consultations with the course instructor. Students are expected to arrange some appointments with the instructor so that the proposal will emerge *during the term* and based on the topics discussed. Students who do not finalize their topics with the instructor and merely submit a paper at the end will receive NO POINTS for their work however good it might be.

4. Required Textbooks and Articles

- Babaii, E., & Sheikhi, M. (2017). Traces of neoliberalism in English teaching materials: A critical discourse analysis. *Critical Discourse Studies*, 1-18.
- Bhatia, V., Flowerdew, J., & Jones, R. H. (2008). Approaches to discourse analysis. In V. Bhatia, J. Flowerdew, & R. H. Jones (Eds.). *Advances in discourse studies*. London: Routledge.
- Eslami-Rasekh, Z. (2004). Face-keeping strategies in reaction to complaints: English and Persian. *Journal of Asian Pacific Communication*, 14(1), 179-195.
- Fayyaz, S., & Shirazi, R. (2013). Good Iranian, Bad Iranian: Representations of Iran and Iranians in Time and Newsweek (1998–2009). *Iranian Studies*, 46(1), 53-72.
- Flowerdew, J. (2013). *Discourse in English language education*. New York: Routledge.
- Hasrati, M., Gheitury, A., & Hooti, M. (2012). A genre analysis of Persian research article abstracts: Communicative moves and author identity. *Iranian Journal of Applied Language Studies*, 2(2), 47-74.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.
- Jewitt, C. (2005). Classrooms and the design of pedagogic discourse: A multimodal approach. *Culture & Psychology*, 11(3), 309-320.
- KhosraviNik, M., & Sarkhoh, N. (2017). Arabism and anti-Persian sentiments on participatory web platforms: A social media critical discourse study. *International Journal of Communication*, 11, 3614–3633.
- Koutlaki, S. A. (2002). Offers and expressions of thanks as face enhancing acts: Tae'arof in Persian. *Journal of pragmatics*, 34(12), 1733-1756.
- Machin, D., & Suleiman, U. (2006). Arab and American computer war games: The influence of a global technology on discourse. *Critical Discourse Studies*, 3(1), 1-22.
- Mirzaei, A., & Eslami, Z. R. (2013). Exploring the variability dynamics of wedding invitation discourse in Iran. *Journal of Pragmatics*, 55, 103-118.
- O'Halloran, K. L. (2011). Multimodal discourse analysis. In K. Hyland and B. Paltridge (eds.), *The continuum companion to discourse* (pp. 120-137). London: Continuum.
- Saidian, S., & Jalilifar, A. (2016). “Mayhem! Absolute Mayhem!” Exploring the promotional metadiscursive features in the sportscasts of the 2014 FIFA World Cup semifinal between Brazil and Germany. *Discourse, Context & Media*, 14, 9-17.
- Salahshour, N. (2016). Liquid metaphors as positive evaluations: A corpus-assisted discourse analysis of the representation of migrants in a daily New Zealand newspaper. *Discourse, Context & Media*, 13, 73-81.
- Tajeddin, Z., Alemi, M., & Razzaghi, S. (2014). Cross-cultural perceptions of impoliteness by native English speakers and EFL learners: The case of apology speech act. *Journal of Intercultural Communication Research*, 43(4), 304-326.
- Taleghani-Nikazm, C. (2002). A conversation analytical study of telephone conversation openings between native and nonnative speakers. *Journal of Pragmatics*, 34(12), 1807-1832.

5. Recommendations for Further Readings

- Bloomaert, J. (2005). *Discourse analysis*. Cambridge: Cambridge University Press.
- Bloor, M., & Bloor, T. (2013). *The practice of critical discourse analysis: An introduction*. London: Routledge.
- Bousfield, D., & Locher, M. A. (Eds.). (2008). *Impoliteness in language: Studies on its interplay with power in theory and practice*. Berlin: Walter de Gruyter.
- Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2001). *The handbook of discourse analysis*. New York: John Wiley & Sons.
- Paltridge, B. (2012). *Discourse analysis: An introduction* (2nd Ed.). London: Bloomsbury.
- Widdowson, H. (2007). *Discourse analysis*. Oxford: Oxford University Press.
- Wodak, R., & Meyer, M. (Eds.). (2001). *Methods for critical discourse analysis*. London: Sage.

6. Course Schedule

Session	Topics	Sources
1	Introducing the syllabus	
2	Discourse Analysis: An Introduction	Bhatia et al. (2008), pp. 1-17 Flowerdew (2013), Ch. 1
3	Systemic Functional Linguistics	Flowerdew (2013), Ch. 2 & 4
4	Discourse and Pragmatics	Flowerdew (2013), Ch. 5
5	Discourse and (Im)politeness	Flowerdew (2013), Ch. 6 Eslami-Rasekh (2004)
6	Conversation Analysis	Flowerdew (2013), Ch. 7 Taleghani-Nikazm (2002)
7	Discourse & Genre	Flowerdew (2013), Ch. 8 Hasrati et al. (2012)
8	Seminar 1: Research Reports	Koutlaki (2002) Mirzaei & Eslami (2013) Tajeddin, et al. (2014)
9	Mid-term Exam	
10	Corpus and Concordances	Flowerdew (2013), Ch. 9 Salahshour (2016)
11	Metadiscourse	Hyland (2005), Ch. 1 & 2 Saidian & Jalilifar (2016)
12	Critical discourse analysis	Flowerdew (2013), Ch. 10 KhosraviNik & Sarkhoh (2017)
13	Discourse, Media, and Cinema	Machin & Suleiman (2006)
14	Multimodal Discourse Analysis	O'Halloran (2011) Jewitt (2005)
15	Seminar 2: Research Reports	Babai & Sheikhi (2017) Fayyaz & Shirazi (2013)

Journals

Discourse and Communication; Discourse and Society; Discourse Studies; Critical Discourse Studies; Discourse, Context, and Media; CADAAD Journal; Discourse Processes; Text and Talk; Visual Communication; Social Semiotics; Language in Society

Late Assignment Policy

The completion of assignments in a timely fashion is appreciated. Late assignments will receive deductions or will be discarded and only in rare cases with convincing causes this rule is waived (unless under certain extenuating circumstances or the instructor's own extension!). Requests for extensions should reach me no later than a week before the assignment is due.

Professional Writing Policy

Assignments submitted are expected to follow standard writing features vaccinated from language deviations, editorial problems, or APA-related inconsistencies.

E-mail Policy

Students are expected to have academic e-mails and **check their e-mails** each session before the class starts in case handouts are sent to them or specific instructions are given for the class.

Participation and Attendance Policy

Attendance in all sessions is compulsory. Three or more unexcused absences will result in the failure of the course! Also, absences/tardiness will negatively affect your final score!