



Sharif University of Technology
Languages and Linguistics Center
Fall Semester
2025-26

Course: *Discourse Analysis*
Number of Credits: *2 Credits*
Instructor: *Saeed Rezaei*
Location: *Sharif University of Technology*
Office Hours: *Tuesdays (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 and Discourse Studies. Students will explore key theories, methodologies, and analytical frameworks used in discourse studies. The course emphasizes critical discourse analysis, classroom discourse, spoken/written discourse, corpus-assisted discourse analysis, multimodal discourse analysis and some other relevant topics in discourse in language education which will ultimately prepare students for research and teaching applications.

2. Course Goals

By the end of this semester, 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.

3. Scoring Criteria

a) Active Participation

2 points

Active participation is essential for a meaningful learning experience in this course. Students are expected to:

- Attend all sessions **regularly and punctually**, having completed assigned readings.
- Engage **thoughtfully in discussions** by asking questions, sharing insights, and responding to peers.
- Demonstrate **critical reflection** through in-class activities.

Note on Attendance:

- More than **two unexcused absences** may negatively impact your final grade.
- Frequent tardiness or lack of participation will result in a lower **participation score**.

b) Presentation

2 points

As part of this course, each student will deliver a **15-minute seminar presentation** on an assigned topic from the syllabus. The presentation aims to deepen your understanding of discourse analysis while developing critical academic and communicative skills.

Guidelines:

- Research papers will be assigned by the instructor for presentation or chosen in consultation with the course instructor.
- Prepare **PowerPoint slides** and a **brief written synopsis** of the paper.
- Go beyond superficial summary: engage critically with the paper's arguments, methodology, and relevance to TEFL/discourse studies.
- Presenters should demonstrate **in-depth reading** of their assigned paper, while all students are expected to read the assigned paper for discussion.
- This exercise will help you **refine research skills** and may serve as a foundation for your final project or future proposals.
- Presentations are integral to the learning process; approach them as both a scholarly obligation and an opportunity to explore your academic interests.

c) **Quizzes** **4 points**

Two **open-book** 15-minute quizzes (**Sessions 6 & 12**) will assess your grasp of core concepts through true/false, multiple-choice, and short-answer questions.

d) **Final Exam** **8 Points**

This exam will:

- Assess your understanding of key concepts, theories, and applications covered throughout the term;
- Include a variety of question formats (short answer, case analysis, and essay questions)
- Require you to synthesize course material and demonstrate critical thinking skills

e) **Mini Proposal** **4 Points**

Students will develop **a 3,000-4,000 word research proposal** on discourse analysis and based on the topics discussed during the semester. The proposal should include:

Topic Development

- Topics must be approved through consultation with the instructor
- Schedule at least two advising meetings during the term
- Bring draft materials to each consultation for feedback

Submission Requirements

- Formal academic structure (introduction, literature review, methodology, etc.)
- Minimum 10 scholarly sources (peer-reviewed articles, academic books/chapters)
- Proper citations using APA 7th

Important Notes

- Proposals without instructor consultations will not be graded
- Late submissions will be penalized
- Deadline: **January 2nd, 2026**

4. Required Texts and Articles

- Allami et al. (2017). Telephone conversation closing structure across English and Persian. *Iranian Journal of Applied Language Studies*, 9(2), 33-58.
- Babai, & Sharifian, F. (2016). The refusal speech act in a cross-cultural perspective: A study of Iranian English-language learners and Anglo-Australian speakers. *Language & Communication*, 47, 75-88.
- 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*. Routledge.
- Cheng, A. (2015). Genre analysis as a pre-instructional, instructional, and teacher development framework. *Journal of English for Academic Purposes*, 19, 125-136.
- Cheung, A. (2021). Synchronous online teaching, a blessing or a curse? Insights from EFL primary students' interaction during online English lessons. *System*, 100, 102566.
- Flowerdew, J. (2013). *Discourse in English language education*. Routledge.

- Hafner, C. A. (2021). Discourse and computer-mediated communication. In K. Hyland, B. Paltridge, L. Wong (Eds.), *The Bloomsbury handbook of discourse analysis* (pp. 281-294). Bloomsbury.
- Hasrati, M., & Mohammadzadeh, M. (2012). Exam papers as social spaces for control and manipulation: 'Dear Dr X, please I need to pass this course'. *Critical Discourse Studies*, 9(2), 177-190.
- Hyland, K. (2017). Metadiscourse: What is it and where is it going?. *Journal of Pragmatics*, 113, 16-29.
- Jahedi, M., & Abdullah, F. S. (2012). The ideological construction of Iran in The NYT. *Australian Journal of Linguistics*, 32(3), 361-381.
- Jewitt, C. (2005). Classrooms and the design of pedagogic discourse: A multimodal approach. *Culture & Psychology*, 11(3), 309-320.
- Kress, G., & Bezemer, J. (2023). Multimodal discourse analysis. In Handford, M. & Gee, J.P. (Eds.), *The Routledge handbook of discourse analysis* (pp. 139-155). Routledge.
- Makki, M. (2020). The role of 'culture' in the construction of news values: A discourse analysis of Iranian hard news reports. *Journal of Multicultural Discourses*, 15(3), 308-324.
- Mirzaei, A., & Eslami, Z. R. (2013). Exploring the variability dynamics of wedding invitation discourse in Iran. *Journal of Pragmatics*, 55, 103-118.
- Morady Moghaddam, M., & Esmaeilpour, F. (2023). Persuasive language in ELT-related ads on social media. *Journal of Psycholinguistic Research*, 52(4), 1263-1288.
- 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.
- Samraj, B. (2005). An exploration of a genre set: Research article abstracts and introductions in two disciplines. *English for Specific Purposes*, 24(2), 141-156.
- 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.
- Zappavigna, M. (2021). Discourse and social media. In K. Hyland, B. Paltridge, L. Wong (Eds.), *The Bloomsbury handbook of discourse analysis* (pp. 295-309). Bloomsbury.

5. Recommendations for Further Readings

- Bloomaert, J. (2005). *Discourse analysis*. Cambridge University Press.
- Bloor, M., & Bloor, T. (2013). *The practice of critical discourse analysis: An introduction*. Routledge.
- Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2001). *The handbook of discourse analysis*. John Wiley & Sons.
- Paltridge, B. (2012). *Discourse analysis: An introduction* (2nd Ed.). Bloomsbury.
- Widdowson, H. (2007). *Discourse analysis*. Oxford University Press.
- Wodak, R., & Meyer, M. (Eds.). (2001). *Methods for critical discourse analysis*. Sage.

Journals

Classroom Discourse; 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

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.

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	Discourse and Pragmatics	Flowerdew (2013), Ch. 5
4	Discourse and (Im)politeness	Flowerdew (2013), Ch. 6 RR: Tajeddin et al. (2014)
5	Conversation Analysis	Flowerdew (2013), Ch. 7 RR: Taleghani-Nikazm (2002)
6	Discourse & Genre QUIZ #1	Flowerdew (2013), Ch. 8 RR: Cheng (2015)
7	Seminar 1: Research Reports (RR)	Mirzaei & Eslami (2013) Samraj (2005) Allami et al. (2017) Babai & Sharifian (2016)
8	Corpus and Concordances	Flowerdew (2013), Ch. 9 RR: Makki (2020)
9	Metadiscourse	Hyland (2017) RR: Saidian & Jalilifar (2016)
10	Critical discourse analysis	Flowerdew (2013), Ch. 10 RR: Jahedi & Abdullah (2012)
11	Discourse and (Social) Media QUIZ #2	Zappavigna (2021) RR: Morady Moghaddam & Esmaeilpour (2023)
12	Multimodal Discourse Analysis	Kress & Bezemer (2023) RR: Jewitt (2005)
13	Computer-mediated Discourse Analysis	Hafner (2021) Cheung (2021)
14	Seminar 2: Research Reports (RR)	Babaii & Sheikhi (2017) Hasrati & Mohammadzadeh (2012)