

ENGLISH EDUCATION STUDIES
DEPARTMENT OF ENGLISH EDUCATION
INDONESIA UNIVERSITY OF EDUCATION

Course : Discourse Analysis
Code : IG 525
Credit : 2 Chs
Instructor : Didi Suherdi, Dr., M. Ed.

Goals:

At the end of the semester, students are able:

1. To master the theory of discourse, discourse analysis, and classroom discourse analysis.
2. To analyze classroom discourse using systemiotic approach.

Contents:

This course is designed to introduce students to discourse analysis and its implication in understanding discourse in their daily, professional, and academic life. This course will provide theoretical, practical, and hands on experience in analyzing discourses that will help them to participate in their profession effectively.

Course Requirements

Students are required to have at least 80% attendance, complete all assignments, and actively participate in the classroom discussion.

Evaluation:

1. Minimum 80% of attendance is a pre-requisite
2. Engagement in classroom activities: 30 Points
3. Presentation: 30 Points

4. Paper (in Mid and Final Examination): 40 Points

Grading:

90-100 A
 75-89 B
 60-74 C
 50-59 D

References:

Berry, Margaret. 1981a. Systemic linguistics and discourse analysis: a multi-layered approach to exchange structure. In Coulthard, M & Montgomery, M (eds.). *Studies in Discourse Analysis*. London: Routledge and Kegan Paul.

Sinclair, J. McH. And R. M. Coulthard. 1975. *Towards an analysis of discourse: The English used by teachers and pupils*. Oxford: Oxford University Press.

Suherdi, Didi. In press. *Discourse Analysis in Classroom Discourse*.

Ventola, Eija. 1987. *The Structure of Social Interaction: a systemic approach to the semiotics of service encounters*. London: Pinter.

Ventola, Eija. 1988a. Text Analysis in operation: a multilevel approach. In R.P. Fawcett and D. Young (eds). *New Development in Systemic Linguistics*, vol. 2. theory and application. London: Pinter.

Ventola, Eija. 1988b. *The logical relation in exchange*. In J. D. Benson.

| Sessions | Topics | Objectives | Learning Activities | Evaluation | Main Sources | Relevant Sources |
|----------|--|--|--|--|--------------|------------------|
| 1 | Introduction: Current issues, problems and challenges in classroom discourse study | Students can identify and discuss current issues, problems and challenges in classroom discourse study | 1. Eliciting students' knowledge of the current issues and problems in classroom discourse study | In-process participation Presentation | 5, 6, 2, 9 | 4, 2, 3 |

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| | | | 2. Invite students to give critical contribution to discussions on the issues and problems | | | |
| 2-3 | Definitions of discourse, classroom discourse, and classroom discourse analysis | Students have sufficient knowledge of definitions of discourse, classroom discourse, and classroom discourse analysis | 1. Eliciting students' knowledge of the Definitions of discourse, classroom discourse, and classroom discourse analysis 2. Invite students to give critical contribution to through SLOPE | In-process participation Presentation | 2 (9), 6, 9 | 4, 1, |
| 4-5 | Approaches to the classroom discourse analysis | Students have sufficient knowledge of approaches to classroom discourse analysis | 1. Eliciting students' knowledge of the approaches to classroom discourse analysis 2. Invite students to give critical contribution to through SLOPE | In-process participation Presentation | 1, 3, 5 | 4 |
| 6 | Structure of classroom discourse | Students can discuss structure of classroom discourse | 1. Eliciting students' knowledge of structure of classroom discourse | In-process participation Presentation | 1, 2, 4, 5, 6 | 4 |

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| | | | 2. Invite students to give critical contribution to through SLOPE | ion | | |
| 7-8 | Systemiotic approach to classroom discourse analysis | Students can contribute to discussions on systemiotic approach to classroom discourse analysis | 1. Eliciting students' knowledge of Systemiotic approach to classroom discourse analysis 2. Invite students to give critical contribution to through SLOPE | In-process participation Presentat-ion | 2, 6, 7, 8, 9, | 1, 4 |
| 9 | MID-TEST | | | | | |
| 10-11 | Applying classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns | Students can develop a classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns | 1. Eliciting students' knowledge of classroom characteristics focusing on interaction patterns 2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns | In-process participation Presentat-ion | 1, 2, 3, 4, 5, 6 | 4 |
| 12-13 | Applying classroom | Students can develop | 1. Eliciting students' | In-process | 1,2,3, 4, 5, 6 | 4 |

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| | discourse analysis in understanding classroom characteristics focusing on language used by teachers | classroom discourse analysis in understanding classroom characteristics focusing on teacher's language | knowledge of classroom characteristics focusing on teacher's language 2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on teacher's language | participation Presentation | | |
| | Applying classroom discourse analysis in understanding classroom characteristics focusing on students' contributions | Students can develop classroom discourse analysis in understanding classroom characteristics focusing on student's language | 1. Eliciting students' knowledge of classroom characteristics focusing on student's language 2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on student's language | | | |
| | Applying classroom discourse analysis in | Students can develop classroom discourse | 1. Eliciting students' knowledge of | | | |

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| | understanding classroom characteristics focusing on teachers's questioning techniques | analysis in understanding classroom characteristics focusing on teacher's questioning techniques | classroom characteristics focusing on teacher's questioning techniques 2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on teacher's questioning techniques | | | |
| 14-15 | Interpreting the results of classroom discourse analysis | Students can interpret the results of classroom discourse analysis | 1. Eliciting students' exercises in interpreting the results of classroom discourse analysis 2. Invite students to interpret sets of evaluation results | In-process participation Presentation | 1, 2, 3, 4, 5 | 5 |
| 16 | Final Examination | | | | | |