

APPLICATION FOR NEW COURSE

1. General Information.				
a.	Submitted by the College of: Arts and Sciences	Today's Date:	_____	
b.	Department/Division: Linguistics Program			
c.	Contact person name: Edward R Barrett	Email: erbarr2@uky.edu	Phone:	257-3114
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: LIN 508			
b.	Full Title: Discourse Analysis			
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed ² with (Prefix and Number):	SOC 508		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course is an introduction to the methods used in various approaches to discourse and textual analysis. The approaches examined include Speech Act Theory, Conversation Analysis, Ethnographic Discourse Analysis, Discourse Pragmatics, Interactional Sociolinguistics, Variation Analysis, and Critical Discourse Analysis. Special attention is giving to practical experience analyzing both spoken and written discourse..		
j.	Prerequisites, if any:	LIN/ENG 211 or consent of instructor		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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4.	Frequency of Course Offering.		
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If NO, explain:	Will be offered in alternate years	
5.	Are facilities and personnel necessary for the proposed new course available?		YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____	
6.	What enrollment (per section per semester) may reasonably be expected?	30	
7.	Anticipated Student Demand.		
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain:	Significant for majors in linguistics and sociology	
8.	Check the category most applicable to this course:		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s).		
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program:	_____	
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs:	_____	
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: LIN 508 x SOC

Proposal Contact Person Name: Rusty Barrett Phone: 257-3114 Email: erbarr2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics Program	4/30/10	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	
Sociology Graduate Committee	12/15/09	Patrick H. Mooney / 7-4409 / phmooney@uky.edu	
		/ /	
A&S Educational Policy committee	3/22/11	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Associate Dean for Undergraduate Programs	3/22/11	Anna Bosch / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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Internal College Approvals and Course Cross-listing Approvals:

received 2/15/11

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, Director	4.30.2010	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	<i>Andrew Hippisley</i>
Sociology Department	12/15/2009	Patrick H. Mooney / 7-4409 / phmooney@uky.edu	<i>P Mooney</i> 2/11/11
		/ /	
A&S Educational Policy Committee	3/22/11	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	<i>Randall Roorda</i>
A&S Associate Dean for Undergraduate Programs	3/22/11	Anna Bosch / 7-6689 / bosch@uky.edu	<i>Anna Bosch</i>

External-to-College Approvals:

*4/11/11
UGC - given
stands to GC*

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

SOC 608 will fulfill the methods course requirement in the sociology graduate program

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

LIN 508/SOC xxx: Discourse Analysis

Meeting times: TBA
Room: TBA
Preferred Method of Contact: TBA

Dr. Rusty Barrett
Patterson Office Tower 1367
(859) 257-3114
erbarrett@uky.edu
Office Hours: XXX

BULLETIN DESCRIPTION: This course is an introduction to the methods used in various approaches to discourse and textual analysis. The approaches examined include Speech Act Theory, Conversation Analysis, Ethnographic Discourse Analysis, Discourse Pragmatics, Interactional Sociolinguistics, Variation Analysis, and Critical Discourse Analysis. Special attention is giving to practical experience analyzing both spoken and written discourse. **Prerequisites:** LIN/ENG 211 or consent of instructor.

COURSE OVERVIEW, GOALS AND OBJECTIVES

This course is an introducing the field of discourse analysis, a subfield of linguistics that studies language structures above the level of the sentence (such as the structure of spoken narratives and interactions). Discourse analysis involves the study of the organization of human interaction and the ways in which meaning is conveyed within discourse. The course will cover the major theoretical approaches and analytic methods within discourse analysis, including Speech Act Theory, Conversation Analysis, Ethnographic Discourse Analysis, Discourse Pragmatics, Interactional Sociolinguistics, Variation Analysis, and Critical Discourse Analysis. The course will emphasize the applications of discourse analysis in the social sciences.

STUDENT LEARNING OUTCOMES:

By the end of this course students should be able to:

- Know the theories and methodologies associated with the basic subfields of discourse analysis
- Analyze texts and spoken discourse using a variety of methods including Critical Discourse Analysis
- Apply discourse analytic methods to draw conclusions relevant to linguistics, sociology, and anthropology
- Evaluate critically language use and the ways in which meanings are conveyed in discourse

REQUIREMENTS:

Undergraduate requirements:

Assignments (10 @ 3%)	30%
Midterm exam	15%
Final exam	25%
Research Paper	30%

NOTE: The assignments involve short (~ 1 page) analyses of language data using the methods discussed in class. The final exam is cumulative.

Grades are based on the standard scale
(90-100 = A, 80-90 = B, 70-80 = C, 60-70 = D, < 60 = E).

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Graduate requirements:

Assignments (10 @ 3%)	30%
Midterm exam	10%
Final exam	20%
Research Paper	40%

Grades are based on the standard scale
(90-100 = A, 80-90 = B, 70-80 = C, no "D", < 70 = E).

Research paper:

For undergraduates: A short paper (8-10 pages) presenting an analysis of natural language data.

For graduate students: An in-depth (15-20 pages) research paper involving original research. The paper should include a review of the research literature related to the topic, a discussion of data collection and research methodology, a thorough analysis of natural language data and a discussion of the implications of the research (either for theories of discourse analysis or for the student's field of study).

ATTENDANCE is mandatory. Having more than three unexcused absences will result in losing a point from your final grade for each additional absence. Coming to class more than 15 minutes late will count as an absence. If you must miss class because of illness, a family emergency, a religious holiday or a university-sponsored event, let me know as soon as possible so that we can make arrangements for making up any missed work. [S.R. 5.2.4.2 Excused Absence and Verification of Absence.](#)

STUDENTS WITH DISABILITIES or special needs (including learning disabilities) should contact me as soon as possible with certification from the Disability Resource Center so that I can arrange for proper accommodations. If you need certification, contact the center (room 2 Alumni gym). Questions about accommodations or disability resources should be directed to James Karnes (257-2754, jkarnes@uky.edu).

Contacting me outside of class: The easiest way to contact me is by e-mail. If you are unable to visit during office hours, but would like to meet with me, we can arrange an appointment at another time.

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.

Course Policy on Classroom civility and decorum:

The university, college and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

TEXTS:

Schiffrin, Deborah. 1994. *Approaches to Discourse*. Cambridge, MA: Blackwell.
Fairclough, Norman. 2003. *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.

SCHEDULE:

Week One: Introduction

READING:

Schiffrin, Chapter one, "Overview"
Schiffrin, Chapter two, "Definitions of discourse"
Kiesling, Scott F. 2004, "Dude" *American speech* 79(3): 281-305

Week Two: Transcription and research ethics

READING:

Schiffrin, Appendix, "Transcription"
Ochs, Elinor. 1979. Transcription as theory. In Elinor Ochs and Bambi Schieffelin (eds) *Developmental pragmatics*. New York: Academic Press.
Edwards, Jane A. 2001 The transcription of discourse. In Deborah Schiffrin, Deborah Tannen, and Heidi Hamilton (eds) In *Handbook of Discourse Analysis*. Oxford: Blackwell.321-348.
Cameron, Deborah. 2001. Collecting data: Practical and ethical considerations. In Cameron, *Working with spoken discourse*. London: Sage Publishers 19-31.

Week Three:

READING:

Schiffrin, chapter three, "Speech act theory"

Austin, John L. 1962. Lectures I, II, and III. *How to do things with words*. Oxford: Clarendon Press. 1-38.

Week Four:

READING:

Schiffrin, chapter four, "Interactional sociolinguistics"

Goffman, Erving (1999 [1967]) On face-work: An analysis of ritual elements in social interaction. In Adam Jaworski and Nicholas Coupland (eds.) *The Discourse Reader*. London: Routledge. 306-320.

Davies, Catherine E. 2003. How English-learners joke with native speakers: An interactional sociolinguistic perspective on humor as collaborative discourse across cultures. *Journal of Pragmatics*, 35, 1361-1385.

Week Five: Ethnographic discourse analysis

READING:

Schiffrin, chapter five, "Ethnography of communication"

Mendoza-Denton, Norma. 1996. "Muy macha: Latina gang girls discourses about make-up" *Ethos* 61: 48-63

Puckett, Anita. 1998. "Rights, place, orders, and imperatives in rural Eastern Kentucky task-focused discourse. In, *More than class: studying power in US workplaces* ed by Ann E Kingsolver. Albany: SUNY Press. 96-123.

Katy Day et al. 2003. Women who drink and fight: A discourse analysis of working-class women's talk. *Feminism and Psychology*, 13, 2, 141-158.

Week Six:

READING:

Schiffrin, chapter six, Pragmatics

Grice, H. P. (1975) Logic and conversation. In P. Cole and J. Morgan (eds.) *Syntax and Semantics*. Vol. 3. New York: Academic Press. 41-58.

Brown, P. and Levinson, S.C. (1999 [1987]) Politeness: Some universals in language usage. In Adam Jaworski and Nicholas Coupland (eds.) *The Discourse Reader*. London: Routledge. 321-335.

Week Seven: Conversation analysis

READING:

Schiffrin, chapter seven "Conversation analysis"

Taleghani-Nikazm, Carmen. 2002. A conversation analytical study of telephone conversation openings between native and nonnative speakers. *Journal of Pragmatics*, 34:1807-1832. 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

Week Eight: Variation analysis

READING:

Schiffrin, chapter eight "Variation analysis"

Johnstone, Barbara 1999. Uses of Southern-sounding speech by contemporary Texas women. *Journal of Sociolinguistics* 3(4):1999:505-522.

Queen, Robin. 1997. "I don't speak Spritch": Locating lesbian language" In Anna Livia and Kira Hall, eds. *Queerly phrased: Language, gender and sexuality*. 233-56

Week Nine: Discourse structure

READING:

Schiffrin, chapter nine, Structure and function

Week Ten: Discourse structure

READING: Schiffrin, Deborah. (2001) Discourse markers: Language, meaning and context. In D. Schiffrin, D. Tannen and H. Hamilton (eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. 54-75.

Huckin, Thomas. 2002. Textual silence and the discourse of homelessness. *Discourse and Society*, 13(3): 347-372.

Week Eleven: Introduction to Critical Discourse Analysis

READING:

Fairclough, chapter one, Introduction

Fairclough, chapter two, Texts, social events and social practices

Fairclough, three, Intertextuality and assumptions

Week Twelve: Critical Discourse Analysis

READING:

Fairclough Chapter four, Genres and generic structure

Fairclough, Chapter Five, Meaning relations between sentences and clauses

Week Thirteen: Critical Discourse Analysis

READING:

Fairclough, Chapter Six, Clauses: types of exchange, speech functions and grammatical mood

Fairclough, chapter seven, Discourses

Week Fourteen: Critical Discourse Analysis

READING:

Fairclough, chapter eight, Representations of social events

Fairclough, chapter nine Styles

Week Fifteen: Critical Discourse Analysis

READING:

Fairclough, Chapter ten, Modality and evaluation

Fairclough, Conclusion

Week Sixteen: Corpus-based approaches to discourse

READING:

Orpin, Debbie. 2005. Corpus linguistics and Critical Discourse Analysis: Examining the ideology of sleaze. *International journal of corpus linguistics* 10:1. 37-61.

Baker, Paul. 2004. Querying Keywords: Questions of Difference, Frequency, and Sense in Keywords Analysis, *Journal of English Linguistics*

Otto Santa Ana, "‘Like an animal I was treated’: Anti-immigrant metaphor in US public discourse" *Discourse & Society* 10(2), 1999: 191-224.