

**Analysis of professional texts and discourse  
(Analýza odborného textu a diskurzu)  
Sylabus**

**Time:** Tuesday 16,30 – 18,00 (Room 128)  
90mins of self-study & reading  
**Instructor:** Doc. Mgr. Štefan Be uš, PhD.  
**Contact:** sbenus@ukf.sk  
**Office hours:** Thursday, 9,15 – 10,45, and by appointment, Room 235

**Web site:**

[http://www1.cs.columbia.edu/~sbenus/Teaching/APTD/APTD\\_index.html](http://www1.cs.columbia.edu/~sbenus/Teaching/APTD/APTD_index.html)

**Overview**

This course is based on reading and discussing papers or book chapters that deal with approaches to the linguistic analysis of discourse. We will cover both spoken and written discourse material as well as methodological questions related to discourse analysis. Students will read original and recent work in these areas. Students are welcome to contribute to the course by suggesting topics/readings to be discussed. All skills and understanding is then applied to the term project involving collecting, processing, and analyzing their own data.

**Requirements**

- 50% Term project (abstract + presentation + write-up)
- 35% Class participation including non-trivial questions/comments + paper raffle
- 15% Leading discussion(s)

**Non-trivial question/comment**

Students will be required to formulate a non-trivial question or a comment for each assigned reading. A good non-trivial question/comment shows that a student has fully engaged with the reading, assessed critically the material, and is able to synthesize and link to the concepts and material within the course and in real life.

Examples of good non-trivial questions/comments

- I think/know/we read,.../ X, this paper mentions Y, I am not sure how are X and Y related
- The author argues X and uses data Y. I think that Y might not be good for answering X because Z

Examples of **trivial** questions/comments:

- What does X mean?
- I think this paper is difficult to comprehend
- The text mentions analysis of type X. Should we use it in our own analysis?
- ...

The non-trivial questions/comments have multiple purposes in the course and mainly facilitate: understanding of the reading, discussion of the material during the classes, and

student assessment. The person who leads the discussion for the reading is responsible for dealing with the questions/comments.

### **Attendance & participation**

Attendance is obligatory; you may miss a class only in case of dire medical or personal circumstances. A valid written proof is required. You are expected to be **actively involved in class discussions. Do not hesitate to ask questions!**

### **Academic integrity**

Cheating will not be tolerated and may cost you your grade (i.e. you will fail the course) and have repercussions for your future academic career. The following is a non-exhaustive list of examples of what counts as cheating in this course: (i) signing on the attendance sheet without attending the class (e.g., signing and leaving, signing for somebody else, signing for a future class); (ii) copying the homework from another student, with or without the student's knowledge, or collaborating on the homework with another student; or copy/paste materials from the internet or printed sources without proper acknowledgement; (iii) copying a test from another student, with or without the student's knowledge.

### **How to succeed in this course**

This course requires a certain degree of involvement on your part if you wish to earn a good grade. If you want to do well, you should:

- come to all the classes, take notes, and actively participate in class discussions;
- do the reading(s) before the day for which it is assigned, critically evaluate the material, don't hesitate to ask questions, clarify the material or challenge author's (or instructor's) conclusions;
- term project is one of the major determinants of your grade. Work on it throughout the semester, don't wait to do it at the last minute, follow the guidelines provided by the instructor.

### **List of topics and papers, including case studies (readings will be assigned as we go and may change)**

- Introduction, written vs. spoken discourse, ways of analyzing speech
  - Bono's keynote address at the 54th National Prayer Breakfast, <http://www.americanrhetoric.com/speeches/bononationalprayerbreakfast.htm>
- Approaching professional discourse (issues and questions in the discourse of media, education, medicine, business, etc.)
  - Geluykens, R. & Perlmaeker, K. (1999). Analyzing professional discourse: An introduction. In Geluykens, R. & Perlmaeker, K (eds.) *Discourses in professional contexts*, Lincom.
- Conversational Analysis, issues of power
  - Herritage, J. (2010). Conversation Analysis: Practices and Methods. In David Silverman (ed.). *Qualitative Sociology* (3rd Edition). London: Sage: 208-230.

[http://www.sscnet.ucla.edu/soc/faculty/heritage/Site/Publications\\_files/C\\_A\\_PRACTICES\\_AND\\_METHODS.pdf](http://www.sscnet.ucla.edu/soc/faculty/heritage/Site/Publications_files/C_A_PRACTICES_AND_METHODS.pdf)

- Glover, K. (1999). Indexing power distance in work-related negotiation. In Geluykens, R. & Perlmaeker, K (eds.) *Discourses in professional contexts*, Lincom.
- Textual Analysis, Sapir-Whorf hypothesis, language, culture and identity
  - McKee, A. (2003). *Textual analysis: A beginner's guides*, Chapter 1, Sage publications.
  - Pullum, G. (1991). *The great Eskimo vocabulary hoax*, Chapter 19, The University of Chicago Press
- Issues in the methodology of discourse analysis (data collection, annotations, types of analysis, qualitative vs. quantitative analysis)
  - Edward, J. (2001). The Transcription of Discourse. In D. Schiffrin, D. Tannen and H. Hamilton (Eds.) *The Handbook of Discourse Analysis*. Malden, Mass: Blackwell. (pp. 503-517).
  - Demos & Manuals to transcription software PRAAT, ELAN, ANVIL
  - Alwood, J. et al. MUMIN coding scheme for spoken interactions (<http://www.ling.helsinki.fi/kit/2006k/clt310mmod/MUMIN-coding-scheme-V3.3.pdf>)
- Application of text & discourse analysis in small-scale case-studies
  - Nickerson, C. (1999). The use of politeness strategies in business letters. In Geluykens, R. & Perlmaeker, K (eds.) *Discourses in professional contexts*, Lincom.
  - Jacobs, G. (1999). Formulations and pre-formulations in press releases. In Geluykens, R. & Perlmaeker, K (eds.) *Discourses in professional contexts*, Lincom.
  - Hyat, D. (1999). The discourse structure of antagonistic political television interviews. In Geluykens, R. & Perlmaeker, K (eds.) *Discourses in professional contexts*, Lincom.
- Turn-taking
  - Bull, M.C. & Aylett, M.P. (1998). An Analysis of the Timing of Turn-Taking in a Corpus of Goal-Orientated Dialogue. In Proceedings of ICSLP-98 Sidney, Australia (4)1175-8.
  - Beattie, G.W. (1982). Turn-taking and interruption in political interviews: Margaret Thatcher and Jim Callaghan compared and contrasted. *Semiotica*.
- Ways of asking questions
  - Tracy, K, Robles, J. (2009). Questions, questioning, and institutional practices: An introduction. *Discourse Studies* 11, 131-152.
- Discourse markers and filled pauses
  - readings TBA
- Raffle reading
- Presentations of term projects