

**COM 470: Discourse
Analyzing Talk and Texts
Winter: January 6-March 14**

Course Description

A critical and practical introduction to contemporary theories/methods in discourse analysis: how verbal communication (together with visual communication) is used in conversational talk and mediated texts to construct identities and relationships; and how power and ideology are reproduced through these everyday social interactions. Offered jointly with LING 470.

Instructor Information

Lecture Instructor

Jessica Robles
roblesj@uw.edu

Section Instructor

Jennifer McClear
jmcclear@u.washington.edu

Office Hours

T/Th 3-5pm
CMU 231

T/Th 1:30-2:30pm
CMU 340P

T/TH 11:30am-1:20pm, EEB 125

This class is about how everyday discourse and cultural discourses shape our lives. Details of communication—a wink or an awkward pause, an unfamiliar custom, a controversy, an advertisement—are the cloth out of which we make friendships, families, societies. How do we gain insight into the ways talk and texts produce and reproduce social realities? In this class we will explore methods of analyzing discourse from conversational, cultural, and critical perspectives.

Course Objectives

1. Appreciate the details of everyday discourse in human life
2. Articulate how different approaches to discourse explain the relationship between discourse and society
3. Engage in original research involving data collection, preparation, and analysis
4. Write an analytical research paper applying discourse analysis methods to real communication data

Required Readings

To purchase:

1. *Working with spoken discourse* (2001) by Deborah Cameron
2. *How to do discourse analysis: A toolkit* (2011) by James Paul Gee

Supplemental and Recommended Readings

1. *Sequence organization in interaction* (2007) by Emanuel Schegloff
2. *Ethnography of communication* (2003) by Muriel Saville-Troike
3. *Methods in critical discourse analysis* (2001) by Ruth Wodak & Michael Meyer
4. *Everyday talk: Building and reflecting identities* (2013) by Karen Tracy & Jessica Robles
5. A selection of PDF journal articles and book chapters available on the website

Other Requirements

1. Access to a computer, internet, word processing software; competent usage
2. Check website and/or email at least twice a week
3. Excellent planning skills for juggling all your classes and life
4. Personal responsibility for progress in the course and personal choices

Syllabus Overview

For a weekly **course schedule**, turn to the next page

For basic descriptions of **assignments and grading**, turn to page 4

For **class policies**, turn to page 5

For a full-reference **list of readings** (in APA format), turn to page 6

Course Schedule

Unit 1				
Introduction to Discourse, Data, and Analysis				
Week 1	<i>Date</i>	Tuesday January 7 The Value of Studying Discourse	Thursday January 9 Discourse and Where to Find It	Friday January 10 Data and Tools
	<i>Do before class</i>	1. Syllabus 2. Guide: Final Essay 3. Reading: Cameron pp. 1-18	1. Reading: Cameron pp. 19-30	Assignment: Discourse Snippets
	<i>During class</i>	Lecture, intros, overview	Lecture, scavenger hunt	Gathering /working with data
	<i>Weekend Homework</i>	Recording 1		
Week 2	<i>Date</i>	Tuesday January 14 Re-Learning How to See	Thursday January 16 The Process of Analysis	Friday January 17 Preparing Data
	<i>Do before class</i>	1. Reading: Gee pp. ix-37	1. Reading: Cameron pp. 31-46	Assignment: Recording 2
	<i>During class</i>	Lecture, Stalking	Lecture, Quiz 1	Practice transcription
	<i>Weekend Homework</i>	Transcript		
Unit 1 goals:				
<ul style="list-style-type: none"> ▪ Define discourse and explain its importance. ▪ Gain insight into analysis and understand the basic steps of how to do qualitative analysis of discourse. ▪ Learn the basic steps in locating, gathering, and preparing data for analysis. 				
Unit 2				
Theories of Discourse and Approaches to Analysis				
Week 3	<i>Date</i>	Tuesday January 21 Noticing: Naturally-Occurring Talk	Thursday January 23 Conversational Approaches	Friday January 24 Analyzing Sequences
	<i>Do before class</i>	1. Reading: Gee pp. 41-64 2. Reading: Cameron pp. 45-52	3. Reading: Cameron pp. 68-86	Assignment: Transcript Revision
	<i>During class</i>	Lecture, breaches	Lecture, game	Data Session 1 Practice Analysis 1a
	<i>Weekend Homework</i>	Practice Analysis 1b		
Week 4	<i>Date</i>	Tuesday January 28 Interaction	Thursday January 30 Conversation Analysis	Friday January 31 Practicing CA
	<i>Do before class</i>	1. Reading: Gee pp. 65-82	1. Reading: Cameron pp. 87-105	Assignment: Transcript Format
	<i>During class</i>	Lecture, theory work	Lecture, Quiz 2	Data Session 2 Practice Analysis 1c
	<i>Weekend Homework</i>	CA Mini-Analysis		
Week 5	<i>Date</i>	Tuesday February 4 Contextualizing: Observation	Thursday February 6 Cultural Approaches	Friday February 7 Analyzing Speech Codes
	<i>Do before class</i>	1. Reading: Gee pp. 83-117	1. Reading: Cameron pp. 106-122	Assignment: Observations

	<i>During class</i>	Lecture, observations	Lecture, videos	Data Session 3 Practice Analysis 2a
	<i>Weekend Homework</i>	Practice Analysis 2b		
Week 6	<i>Date</i>	Tuesday February 11 Culture	Thursday February 13 Ethnography of Communication	Friday February 14 Practicing EoC
	<i>Read before class</i>	1. Reading: Gee pp. 118-148	1. Reading: Cameron pp. 53-67	Assignment: Interviews
	<i>During class</i>	Lecture, theory work	Lecture, Quiz 3	Data Session 4 Practice Analysis 2c
	<i>Weekend Homework</i>	EC Mini-Analysis		
Week 7	<i>Date</i>	Tuesday February 18 Making Connections: Micro-Macro	Thursday February 20 Critical Approaches	Friday February 21 Analyzing Discourses
	<i>Do before class</i>	1. Reading: Gee pp. 149-167	1. Reading: Cameron pp. 161-179	Assignment: Text Transcript
	<i>During class</i>	Lecture, experiments	Lecture, current events	Data Session 5 Practice Analysis 3a
	<i>Weekend Homework</i>	Practice Analysis 3b		
Week 8	<i>Date</i>	Tuesday February 25 Power	Thursday February 27 Critical Discourse Analysis	Friday February 28 Practicing CDA
	<i>Do before class</i>	1. Reading: Gee pp. 168-186	1. Reading: Cameron pp. 123-142	Assignment: Media Transcript
	<i>During class</i>	Lecture, theory work	Lecture, Quiz 4	Data Session 6 Practice Analysis 3c
	<i>Weekend Homework</i>	CDA Mini-Analysis		
Unit 2 goals:				
<ul style="list-style-type: none"> ▪ Articulate how different theories and methods explain and analyze discourse. ▪ Understand the differences between perspectives on discourse, tools for analyzing discourse, and concepts applied to discourse. ▪ Develop skills in how to do different sorts of analysis of discourse. 				
Unit 3				
Writing Up Discourse Analysis				
Week 9	<i>Date</i>	Tuesday March 4 Discourse Research	Thursday March 6 Discourse Projects	Friday March 7 Doing Discourse Analysis
	<i>Do before class</i>	1. Guide: Final Essay resources 2. Reading: Cameron pp. 143-160	1. Reading: Antaki et al. 2. Reading: Cameron pp. 180-192	Assignment: Analysis Revisions
	<i>During class</i>	Lecture, reading tutorial	Lecture, project design	Analysis practice/revisions
	<i>Weekend Homework</i>	Final Essay Plan/outline		
ee k	<i>Date</i>	Tuesday March 11 Discourse & Society	Thursday March 13 DA Take-Away	Friday March 14 Perfecting: Workshop

<i>Do before class</i>	1. Tracy & Mirivel, 2009	1. Course Review	Assignment: Draft
<i>During class</i>	Lecture, broad applications	Lecture, Quiz 5	Workshop
<i>Weekend Homework</i>	FINAL ESSAY DUE 11PM ON MONDAY, MARCH 17		
Unit 3 Goals:			
<ul style="list-style-type: none"> ▪ Understand how to write up and revise analyses of discourse using specific details of text and conforming to the format of communication research. ▪ Work on how to explain points in writing, in detail, such that you make your reasoning and use of evidence explicit. ▪ Develop skills in arguing and be able to demonstrate, not just say, a point you are making. 			

Assignments and Grading

Assignment Types and Point Distribution

Assignments instructions are available on the website. Types of assignments include:

1. *Participation and preparation.* Includes in-class activities, class engagement, reading.
2. *Quizzes.* Includes short multiple-choice exams.
3. *Homework assignments.* Includes collecting, preparing, and analyzing data.
4. *Final essay paper.* Is an essay. There is no final exam in the course.

In the course as a whole, the overall points breakdown is as follows:

Participation/Preparation	20 pts	Homework Assignments	130 pts
Quizzes	50 pts	Final Essay	100 pts
TOTAL POINTS: 300			

You can also receive up to 10 points of extra credit in the class.

Purpose and Grading for Assignments

There are different sorts of assignments and gradable items in the class. They serve different purposes and, therefore, are graded differently. Full grading details are on the website. General aspects of grading include:

1. *Participation and preparation.* Each component of this gradable item is worth 5 points and is graded on a “pass/fail” basis, meaning you receive the total points as long as you do the assignment and follow instructions. This is because these items are mostly graded on the basis of whether you do them, rather than finer elements of quality.
2. *Quizzes.* Quizzes are graded on the basis of whether answers are correct or incorrect. Questions may receive one to two points credit. Quizzes are meant to check how well you are understanding basic, objective concepts in the course which should have a right or wrong answer.
3. *Homework assignments.* There are different kinds of homework assignment. Some homework assignments are meant to check that you’re understanding things without penalizing you if you aren’t—they provide a way of practicing analysis in a low-stakes way. These assignments are graded more like the “pass/fail” way described above, where you get the full points for doing the assignment and are unlikely to lose points unless there are serious problems or missing requirements. Other homework assignments are graded more traditionally, which does not just give 100%/A/4.0 grades for doing the assignment: in traditional grading, one must make finer distinctions between different levels of quality. More in the next category.
4. *Final essay paper.* The final essay is graded the most strictly on a traditional grading scale. This means that doing the assignment and doing it correctly are the *minimum* requirements, while doing the assignment particularly well or at a higher level are *advanced* elements which

will result in a higher grade. Therefore, you must go above and beyond the assignment to receive the highest grades.

Student Responsibilities and Grading

You are responsible for checking your grades (especially when explicitly notified to do so) and for keeping track of assignment requirements. You are also responsible for seeking assistance if there's anything you do not understand. Errors in grading made by your instructors will not be corrected if you do not catch them before final grades are submitted, after which they will be considered *your* errors. Grades on particular assignments are not generally negotiable and are unlikely to be changed, with few exceptions. You will not be given extra opportunities to raise a grade which other students in the class do not get, for example, re-submitting or adding to an assignment in the hopes of getting a higher grade, as this is unfair to the rest of the class. See the next section for details about policies regarding submitting assignments late.

Class Policies

Assignment Submission

1. In-class assignments must be turned in during class time, whether by handing in a physical piece of paper, or emailing, or presenting orally.
2. In-class assignments cannot be made-up, however, you may use extra credit to cancel out missed in-class activities.
3. Homework assignments must be turned in as uploaded Word (.doc) files to the website. If you're worried a paper hasn't gone through or hasn't retained its formatting, you may email an ADDITIONAL .doc or .pdf file to roblesj@uw.edu.
4. Homework assignments should be submitted by the due date and time. Usually being a few minutes late will not make an impact on a grade, but being an hour or more late will involve points reductions (for example, up to -2 points for 5-10 point assignments for every day late, and up to -2 to -5 points for 15-30 point assignments for every day late). Late assignments will NOT be accepted after a week from the deadline. Final essays will absolutely not be accepted after the deadline, no exceptions.

Classroom Rules

1. *Be respectful of and attentive toward others.* Being late or disruptive while the instructor is speaking is annoying and distracting, but is especially rude toward your fellow students.
2. *Do not be afraid to ask questions.* Questions about the material, assignments, and why we are doing certain things in class are encouraged. The purpose of the class is for you to learn and learning occurs through questioning.
3. *Come prepared and ready to engage.* This class works if 100% of the effort is being given, and only half—possibly less—is effort on the behalf of your instructors. For YOU to learn and get something out of the class, YOU have to be involved.
4. *Think frequently.* College classes are as much about learning to think carefully, and to think in different ways, as it is to learn about a particular topic or material.

Accommodation, Contingencies, and Make-Up Work

1. If you need accommodation related to disability services, religious holidays, or University sports, please provide notification in advance and all efforts will be made to assist you.
2. If you experience serious hardships, illnesses, or other emergencies, please provide notification as soon as possible so that arrangements can be made if these events coincide with assignments. Please note that not all scheduling conflicts count as "emergencies" (examples: late registration, airplane flights, family weddings, hangovers, mild colds, job interviews, sleeping through the alarm clock, etc.).
3. In cases of serious emergencies or hardships, you must meet with your instructor to determine how to progress in the class. How much work you can make up, how many points

you can get for it, and when you should submit it will depend on how many classes you missed, and is up to the instructor's discretion.

For University policy information: <http://www.washington.edu/students/>

Readings List

Required for Everyone

Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis: A critique of six analytic shortcomings. *Discourse Analysis Online*, <http://hdl.handle.net/2134/633>.

Cameron, D. (2000). *Working with spoken discourse*. London: Sage.

Gee, J. P. (2011). *How to do discourse analysis: A toolkit*. London: Routledge.

Tracy, K. & Mirivel, J. (2009). Discourse analysis: The practice and practical value of taking, transcribing, and analyzing talk. In L. Frey & K. Cissna (Eds.), *Handbook of applied communication* (pp. 153-177).

Mahwah, NJ: Lawrence Erlbaum.

Supplemental/Required When Appropriate

Wodak, R. & Meyer, M. (2001). *Methods of critical discourse analysis*. London: Sage.

Saville-Troike, M. (2003). *Ethnography of communication: An introduction* (3rd ed.). NJ: Wiley.

Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis*. Cambridge, MA: Cambridge University Press.

Recommended for Everyone

Tracy, K. & Robles, J. S. (2013). *Everyday talk: Building and reflecting identities* (2nd ed.). New York, NY: Guilford.

Other Readings

There will be other readings discussed in class and which you are encouraged, but not required, to read on your own time. These readings will be listed on the website and many of them will also be in PDF form for you to access.