

Discourse and Discourse Markers
SPAN/FR/JPNS/LC 679, LING 689 (Graduate seminar)
Fall 2014

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Office hours: Tuesdays 11-12 and Thursdays 10-11
Office: 168 Stanley Coulter Hall
Class meeting time: Wednesdays 5:00-7:50pm, Stanley Coulter G008

Course description

This graduate seminar addresses discourse analysis and discourse markers mostly from a linguistic perspective addressing social, pragmatic, and psycholinguistic approaches to discourse. We will read many introductory texts, along with research articles, related to the following topics: Discourse, Context, Approaches to doing discourse analysis, Discourse markers, Coherence, and Discourse comprehension/processing.

This is the outline of the course:

1. Introduction (1 week) What is discourse and DA?
2. Context (2 weeks) What are some diverse understandings of context relevant to linguists?
3. How to analyze discourse? (4 weeks) Gee, CA, IS/Narrative (Labov), CDA
4. Discourse markers (3 weeks)
5. Coherence and connectives (2 weeks)
6. Discourse comprehension/processing (2 weeks)

Course objectives

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

1. Define and discuss discourse, discourse analysis, context, and discourse markers, along with some other topics addressed in the class.
2. Read summary chapters and academic articles related to the topics of the course. Identify some of the influential researchers related to the topics addressed in class.
3. Identify and evaluate the pros and cons of the methods of research addressed and approaches to the various topics addressed in this class.
4. Analyze samples of language through the lens of discourse analysis.
5. Analyze and practice academic writing (abstracts, outline of paper, useful phrases for academic writing, APA referencing, journal publication norms)
6. Participate in academic presentations

Texts

There are 2 textbooks that you need to purchase. They will be available at the Purdue University Bookstore soon, but you may also purchase them online. We will use them for the first week, so please try to get them soon.

Gee, James Paul. (2014). An introduction to discourse analysis: Theory and method (4th ed.). New York: Routledge.
http://www.amazon.com/An-Introduction-Discourse-Analysis-Theory/dp/0415725569/ref=dp_ob_title_bk

Johnstone, Barbara. (2007). Discourse analysis (2nd ed.). Malden, MA: Blackwell.
http://www.amazon.com/Discourse-Analysis-Barbara-Johnstone/dp/1405144270/ref=sr_1_1?ie=UTF8&qid=1407955210&sr=8-1&keywords=9781405144278

The other texts will be found on blackboard, along with a list of the references.

Course components

Responses (9 responses * 15 pts)	45% (5% each)
Presentations (2 presentations * 20 pts)	20% (10% each)
Abstract (First version and Final)	15%
Final paper (Pilot study related to discourse)	20%

Course component descriptions

Responses 1-9

These are short responses to the readings. All have prompts listed in the calendar. Turn in typed responses during class time.

Content of the response	10 points
Academic writing style	5 points

Presentations

There are two group presentations. Each is worth 20 points.

Content: Professional, organized, informative	10 points
Presentation style: Clear, understandable, interesting	10 points

Abstract

First version is worth 10 points.

Final version is worth 5 points.

Final paper (Includes Abstract, Keywords, Highlights, and Paper)

This paper should be a pilot research paper. When you pilot a study, the goal is to try out the methods to see if they work and to see if the methods result in interesting results. Usually a smaller amount of data than that required of a publishable paper is needed. You will likely have the following sections in your paper: Introduction, Literature review, Methods, Results, Discussion, and Conclusion.

Abstract (This description is from the Journal of Pragmatics requirements.)

A concise and factual abstract is required (maximum length 200 words). The abstract should state briefly the purpose of the research, the principal results, and major conclusions. An abstract is often referred to separately from the article, so it must be able to stand alone. References to the literature should preferably not occur in the abstract but if essential, they must be cited as in the body text, with reference to a separate, brief list. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Keywords (This description is modified from the Journal of Pragmatics requirements.)

Immediately after the abstract, provide a maximum of 6 keywords, avoiding general and plural terms and multiple concepts (avoid, for example, "discourse", and do not use "and", "of"). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.

Highlights (This description is modified from the Journal of Pragmatics requirements.)

Highlights are mandatory. They consist of a short collection of bullet points that convey the core findings of the article and should be submitted in a separate file in the online submission system. Please use 'Highlights' in the file name and include 2 to 3 bullet points (maximum 85 characters, including spaces, per bullet point). See <http://www.elsevier.com/highlights> for examples.

A useful tip for highlights is to select a sentence from the text that represents a highlight, and then use that same or a similar sentence in the highlight section. This allows readers to easily identify the highlight in the text while reading the entire article.

Style

Follow APA style for referencing and reference list. See APA resources for assistance (e.g. OWL Purdue website). Also feel free to consult texts about academic writing for help in organization of the paper. The paper should be approximately 10 pages single-spaced. Final versions should be in the following format: Single-spaced, no spaces after paragraph, 12 point font, Times New Roman, 1 inch margins.

Final papers are due on Wednesday, December 17 at 5pm in my office (SC 168) or by email. If I am not in my office, you may put them in my mailbox or put them under my door.

Points for final paper

Share research idea in class	5 points
Abstract	10 points
Keywords and Highlights	10 points
Paper (see table)	50 points
Total	75 points

Introduction and literature review (10 points)	Does the literature review lead to your research idea? Does it identify the reasons why your research idea is needed? Do these sections clearly identify the goals of the paper?
Methods (10 points)	Are all details provided in an easily understandable way?
Results (10 points)	Are the results succinctly shared? Are they clear to the reader?
Discussion and Conclusion (10 points)	Does the discussion address the results considering the previous literature? Does the discussion make clear what the contributions are of the paper? Does the conclusion state the goals of the paper, the contributions, and a few future directions for research?
Style (10 points)	Is APA referencing used in the text and in the list of references? Does the organization follow typical research papers, considering the topic? Is the paper free of errors and typos?

Course and University Policies**Grading Policy**

This course will follow the +/- system. Normal rounding is used.

A+ (99-100)	A (93-98)	A- (90-92)	B+ (87-89)	B (83-86)	
B- (82-80)	C+ (77-79)	C (73-76)	C- (70-72)	D(65-69)	F(below 65)

Communication policy

All information for this course will be communicated through blackboard. When announcements are posted, they will also be sent via email. Outside of office hours, email is the best way to contact me (czerwionka@purdue.edu). I may not respond to emails on the weekends. Feel free to contact me about the course or to see me during office hours!

Attendance policy

Attendance is extremely important. In no case will you be allowed to make up the work you miss due to an unexcused absence. You will be allowed 1 absence (excused or unexcused) without penalty beyond the work you miss. Any unexcused absence beyond the first will directly affect your grade. For each absence after the second, 4% will be deducted from your final course grade, which is based on a scale of 100%.

Excused absences: (a) participation in a University-sponsored activity, properly documented by the sponsoring office or department; (b) observance of a religious holy day, properly documented at least 14 days before the anticipated absence, or on the first day of the semester; (c) Grief Absence Policy for Students (d) illness or emergency, properly documented by a health care professional. You will have one week to make up work missed for these reasons. For more on the official attendance policy please see: www.purdue.edu/univregs/academicprocedures/classes.html

Participation policy

In a graduate course, discussion of the readings is of primary importance. Therefore, you must read before coming to class. In class, these activities are expected of all: discuss readings, answer questions, ask questions, facilitate a positive learning experience for others, respect others and their ideas, and share the floor when appropriate. Lack of participation in class can be counted as an absence.

Academic Dishonesty:

Academic dishonesty in this course will not be tolerated. In cases of academic dishonesty, the strictest consequences allowed by university regulations will be pursued.

"Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and

deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

"If the instructor concludes that the student is guilty, the matter may be resolved with the student through punitive grading. Examples of punitive grading are giving a lower or failing grade on the assignment... failing grade for the course." The incident will be documented with the university (<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>)

Note: Honesty in the scientific community includes: intellectual honesty in proposing, performing, and reporting research; accuracy in representing (i.e. citing) contributions to research proposals and reports; protection of human subjects in the conduct of research; among other responsibilities (National Research Council, 2002). It is expected that these norms will be followed both in and out of this course.

Students with disabilities:

Students who have been certified by the Office of the Dean of Students-Disability Resource Center as eligible for academic adjustments should provide (or have provided by the DRC) a copy of their certification letter. Certification letters should be filed during the first week of classes or as soon as students receive their letters. Only students who have been certified by the ODOS-Disability Resource Center and who have requested the DRC to send their certification letters to their instructors are eligible for academic adjustments. For more information see: <http://www.purdue.edu/odos/drc/welcome.php>

Student Conduct:

Students are expected and required to abide by the laws of the state of Indiana and of the United States and the rules and regulations of Purdue University, to conduct themselves in accordance with accepted standards of social behavior, *to respect the rights of others, and to refrain from any conduct that tends to obstruct the work of the University* or to be injurious to the welfare of the University. A student who violates these general standards of conduct may be subject to informal actions (as defined in Section III-A-5). If the violation falls within one of the categories of conduct listed in Section III-B-2, the student may also be subject to disciplinary sanctions. No disciplinary sanction/decision may be imposed except for conduct covered by one of the categories listed in Section III-B-2. (For more information see: <http://www.purdue.edu/univregs/studentconduct/regulations.html>)

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Please visit Purdue’s Nondiscrimination policy for more information: http://www.purdue.edu/purdue/ea_eou_statement.html

Calendar

Date	Readings	Assignments
August 27	<p>1. Introduction (1 week) What is discourse and DA? Discourse as product, process, action, affiliation Johnstone Ch 1 Introduction -In section 1.3, she addresses facets of DA. Think of a project that you are doing or are interested in doing. Then, write a short description about the project and which facet is most directly related to that project.</p> <p>See Ch 1 Introduction Ch 2 What is discourse? Ch 3 Building tasks Ch 4 Tools of inquiry and discourses</p>	<p>Response 1 Respond to the question related to the Johnstone reading. Bring the responses to class and turn them in for a grade.</p>

September 3	<p>2. Context (2 weeks) What are some diverse understandings of context relevant to linguists? Linguistic context, Social context, Cognitive context (mind) Subjectivity, Frames</p> <p>From the Gee text, skim Ch 5-7 and we will focus on Ch 8 Gee Ch 5 Social languages, conversations, and intertextuality Ch 6 Form-function correlations, situation meanings, and figured worlds Ch 7 Figure worlds Ch 8 Context</p> <p>Fetzer 2012</p>	
September 10	<p>Tannen 1993 Ch1 and Ch2</p> <p>Johnstone Ch 4 Speakers, hearers, audiences (maybe this one?) Johnstone Ch 5 Prior texts, prior discourses</p> <p>Optional readings: Johnstone Ch 2 Discourse and the world</p>	<p>Response 2</p> <p>To what degree do linguists agree on the notion of context? How do researchers select their notion of context? What understanding of context would be best for someone with your research interests? Argue this point without using first person reference.</p>
September 17	<p>3. How to analyze discourse? (4 weeks) Gee, Interactional Sociolinguistics, CA, Narrative, CDA</p> <p>Gee Ch 9 Discourse analysis Ch 10 Processing and organizing language</p> <p>Ch 11 Sample of DA 1 OR Ch 12 Sample of DA 2 OR Ch 13 Sample of DA 3</p> <p>Optional reading: Johnstone Ch 3 Discourse structure: Parts and sequences</p>	<p>Group presentations 1</p> <p>Each group will present a 20 minute presentation, similar to a conference style presentation. Introduce the topic, provide some background details related to DA or the exact topic addressed if you happen to know that literature, and present the data while making the arguments presented in the text. If you see additional elements of interest, feel free to mention them. Conclude.</p> <p>There will be 10 minutes for questions from the audience.</p>
September 24	<p>Interactional Sociolinguistics/CA Gumperz 2001 Drew Ch 4 Conversation Analysis in Fitch and Sanders</p> <p>Half of class reads one, half reads the other: Sacks, Schegloff, and Jefferson 1974 OR Schegloff and Sacks 1973</p> <p>Optional reading: Ten Have 2007 Ch 2 – Three exemplary CA studies</p> <p><i>To do in class:</i> Give them transcription guide for next week</p>	<p>Record 30 minutes of discourse. This can be an audio or video recording. It can be a conversation or another type of discourse. See next week's assignment, as you may want to select a discourse that contains a narrative.</p>
October 1	<p>Narrative Bloome 2003 Labov 2006 Indefrey 2007 section 33.3 -These few paragraphs address narration in the brain. Blackwell 2010</p> <p>Optional reading: Chafe 2001</p>	<p>Response 3</p> <p>Transcribe 5 minutes of your recorded discourse following CA norms.</p> <p>Response 4</p> <p>Based on your transcription, note 2-3 interesting organizational phenomena. If your discourse is in a language other than English, provide the translations of the pertinent parts. Discuss the examples and their importance to understanding conversation/human interaction.</p> <p>Response 5</p> <p>Either in the discourse that you selected for Responses 3 and 4, or in another</p>

		sample of discourse, find a narrative. Compare the parts of a narrative within the L&W framework described by Labov to the narrative in your sample discourse. Describe what you find, and discuss whether alternate understandings of the narrative structure should be considered.
October 8	<p>CDA and conclusion to section 3 Blommaert Ch 2 Critical discourse analysis Blommaert Ch 6 History and process</p> <p>Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis: A critique of six analytic shortcomings. <i>Discourse Analysis Online</i>, 1(1), 1-9.</p> <p>-This last reading presents some shortcomings related to various approaches to DA and serves to conclude the section on How to do DA.</p>	
October 15	<p>4. Discourse markers (3 weeks) Schiffrin 2001 Horn and Ward Ch 10 Discourse markers by Blakemore Lewis 2006 A discourse pragmatic view</p> <p>Optional reading: Schiffrin Ch 2 Prelude to analysis: Definitions and data</p>	<p>Response 6 Write a 2-3 page essay describing some of the approaches to discourse markers addressed in the readings and the associated definitions. Compare and contrast the approaches. Address which approach is most useful for the research you do or the type of research you think you will do.</p>
October 22	<p>Lam 2009 Norrick 2001 Tolins and Fox Tree 2014: Backchannels in discourse Cuenca 2012: DM, MM, MP</p> <p><i>To do in class:</i> Discussion and examples of conference style abstracts. Ideas for journals</p>	<p>Response 7 Select the article that most represents a typical research article. Outline the major and minor sections of the article. (I. a. b. c. II. Etc)</p> <p>Make a list of phrases or words that you find in the text that are common/useful in academic writing. (e.g. Connectors, phrases that help to organize, foreshadow, identify parts of the paper.)</p>
October 29	<p>Look through academic journals and select one article about DMs/PMs/DPs. Write a conference style abstract for it. Be prepared to identify the approach to DM/PM/DPs taken by the authors. Also be prepared to talk about the theories, methods, outcomes, and importance of that article in groups.</p> <p><i>To do in class:</i> Abstract ratings</p>	<p>Abstract Bring abstract to class.</p>
November 5	<p>5. Coherence and connectives (2 weeks) Horn and Ward Ch 11 Discourse coherence by Kehler Martin 2001 Zeyrek 2012</p>	<p>Turn in Revised Abstract</p>
November 12	<p>Pons Bordería 2006 DM, Connectives Groen and Noyes 2013 Coherence, DM, and CMC</p>	<p>Response 8 Turn in a paragraph about the topic of your final paper.</p> <p>Leave class 1 hour early: Attend Hispanic Linguistic Association Conference presentations (3 min.)</p>
November 19	<p>6. Discourse comprehension/processing (2 weeks) Psycholinguistic perspectives Sparks and Rapp 2010 Advanced review (8 pgs) Singer 2007 Inference processing (12 pgs) Tanenhaus 2007 Spoken language, eye movements (14 pgs) MacDonald 2013 Production-Distribution-Comprehension (13pg) Arnold 2013 Response to MacDonald 2013 (3 pgs)</p> <p>Optional readings: Holtgraves, Ch 5 Conversational perspective taking (grounding, perspective taking) Fox Tree and Clark 2014 Grounding in written/spoken discourse</p>	<p>Share research idea Come to class ready to share your research idea that you will pilot and write up for your final paper.</p>
November 26	<p>Thanksgiving: No class today.</p>	<p>Thanksgiving: No class today.</p>

December 3	<p>3 approaches to factive/nonfactive certain/uncertain Norrick 2003 Certainty/Uncertainty - Qualitative Narrative Czerwionka 2010 Certainty/Uncertainty - Quantitative DM Ferretti et al 2013 – Factive/Nonfactive – ERP</p> <p>OR</p> <p>3 approaches to ‘uh’ disfluencies Arnold and Tanenhaus In press Walker et al 2013 uh- speakers vs computers Clark 2002- uh and um in spontaneous discourse</p> <p>OR</p> <p>3 approaches to speakers and listeners Swets et al 2013 – Audience and Time delay in speech Walker et al 2013 uh- speakers vs computers Schober and Brennan 2003</p>	<p>Group presentations 2 You will have 40 minutes to present. Think of a keynote address for an example of the type of presentation.</p> <p>Brief literature review including, how this topic relates to discourse and the related topics addressed this semester. Why is this topic important?</p> <p>What did authors set out to investigate?</p> <p>What research methods were used and what do they offer to the understanding of the topic?</p> <p>What are some useful future directions related to the topic addressed?</p>
December 10	<p>Last day Johnstone Ch 8 Some General Themes</p>	<p>Response 9 Johnstone outlines an approach to discourse based on her text. What other aspects would you add considering the other readings this semester and also your own readings about discourse?</p>
December 15-20	<p>Finals week Final papers are due on Wednesday, December 17 at 5pm in my office (SC 168) or by email. If I am not in my office, you may put them in my mailbox or put them under my door. See the description of this assignment above in the syllabus.</p>	

Changes to Calendar:

The published calendar and syllabus are as accurate as possible, but instructor reserves the right to modify them throughout the course. Changes will be communicated, in writing via email, as soon as possible to students.