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1. Course Staff and Contact Details

Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Anikó Hatoss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 220</td>
</tr>
<tr>
<td>Phone</td>
<td>93858340</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:a.hatoss@unsw.edu.au">a.hatoss@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 1pm-3pm</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course introduces the main and most widely used approaches to discourse analysis. It aims to develop learners’ critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students’ prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts. Students have the opportunity to apply theories and their analytical skills in a wide range of contexts and text types. The course is designed to suit the needs of learners from a broad range of disciplinary areas including linguistics, applied linguistics, TESOL and social sciences.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>This course aims to introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to applied linguistics and social sciences.</td>
</tr>
<tr>
<td></td>
<td>This course aims to introduce learners to practical applications of discourse analysis techniques to real world situations in the field of applied linguistics. Students will explore a broad range of text types (such as academic discourse, newspaper articles, blogs, and conversations).</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Upon successful completion of the course students will:</td>
</tr>
<tr>
<td></td>
<td>Gain a theoretical grounding in the field of discourse studies/analysis which will enable them to analyse written and spoken text for various teaching and research related purposes;</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an awareness of text features which are necessary for building cohesion and coherence;</td>
</tr>
<tr>
<td></td>
<td>Explore features of unplanned conversational discourse;</td>
</tr>
<tr>
<td></td>
<td>Identify characteristic features of longer texts, genres, registers and the rhetorical devices used in planned discourse</td>
</tr>
<tr>
<td></td>
<td>Critically reflect on the applicability of discourse analysis in language teaching contexts.</td>
</tr>
<tr>
<td>Graduate Attributes</td>
<td>Upon successful completion of the course students will develop the following attributes:</td>
</tr>
<tr>
<td></td>
<td>the skills involved in scholarly enquiry in linguistics</td>
</tr>
<tr>
<td></td>
<td>the capacity for analytical and critical thinking and for creative problem-solving in linguistics</td>
</tr>
<tr>
<td></td>
<td>the skills of effective communication</td>
</tr>
<tr>
<td></td>
<td>the ability to engage in independent and reflective learning</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The content was carefully selected to cover all major trends in discourse analysis. However, this means that the various approaches are not explored in depth. The aim is to give an introduction to each approach so that students can select the best approach for their research purposes.

4. Teaching Strategies

Classes will run for 2 hours face-to-face in a workshop format. The teaching strategy is to combine the theoretical grounding with practical applications. Most of the time will be allocated to group discussions based on the pre-set discussion questions and exercises as outlined in the course schedule. Lecture time will be limited for clarification of concepts. Students are required to prepare their answers to the exercises and actively take part in class discussion. For the project assignment students will carry out their individual study of discourse analysis on spoken or written forms of discourse.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA analysis</td>
<td>2500 words</td>
<td>40%</td>
<td>1,2,3</td>
<td>1,2</td>
<td>10 April</td>
</tr>
<tr>
<td>DA project</td>
<td>3000 words</td>
<td>50%</td>
<td>1,2,3</td>
<td>1,2</td>
<td>5 June</td>
</tr>
<tr>
<td>Presentation</td>
<td>5 min</td>
<td>10%</td>
<td>1,2,3</td>
<td>1,2,3,4</td>
<td>Class roster</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks
Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from [https://hal.arts.unsw.edu.au/students/courses/course-outlines/](https://hal.arts.unsw.edu.au/students/courses/course-outlines/). It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

**6. Extension of Time for Submission of Assessment Tasks**

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for "Permission to Participate in Lectures Online".
• Where practical, a student's attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
## 10. Course schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/*)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Tasks to be completed before class</th>
<th>Class Discussion questions and Exercises</th>
</tr>
</thead>
</table>
| 2 March         | 1. What is discourse analysis? | **Textbook Chapter 1**  
1.4 | Exc. 1.5 (textbook p. 13) |
| 9 March         | 2. Doing discourse analysis | **Textbook Chapter 10**  
Exc. 10.13 | 10.13 (textbook p. 221) |
| 16 March        | 3. Discourse and society | **Textbook Chapter 2**  
2.7 (1-3)  
2.8 (any 1 of 4)  
record and transcribe a 5 minute casual conversation  
submit transcript online | Exercises: 2.9-1-4 (Textbook p.34) |
| 23 March        | 4. Discourse and pragmatics | **Textbook Chapter 3**  
3.15 use your recorded text (any 1 of 4 tasks), | 3.16-1,2,4, 5 and 6 (textbook p. 59) |
| 30 March        | 5. Discourse and conversation – conversation analysis | 5.13 (1-3)  
prepare CA script for 5 min. conversation,  
5.14 submit online | 5.15 (textbook p. 109) |
|                 | **Mid semester break** | | |
| 20 April        | 6. Discourse and genre | **Textbook Chapter 4**  
4.11 (3-4)  
4.12 (1-3, bring example essays) | 4.13 (1-2) –(textbook p. 87) |
| 27 April        | 7. Discourse grammar | 6.17 one of 2, 3 or 4) | 6.16 (textbook p. 139)  
6.18- 1-6 (textbook p.141) |
| 4 May           | 8. Multimodal discourse analysis | bring example cover  
8.8(1-4 choose one) | 8.7 (textbook p. 182) |
| 11 May          | 9. Critical discourse analysis | 9.8 (bring example text to class)  
9.9 (bring example text to class) do 1 or 2 and submit text and analysis of 500 words online | 9.10 (textbook p. 201) |
| 18 May          | 10. Presentations | Class roster | |
| 25 May          | 11. Presentations | Class roster | |
| 1 June          | 12. Presentations | Class roster | |
11. Course Resources

Textbook Details

Journals
- Discourse and Society
- Discourse and communication
- Discourse Processes
- Discourse Studies

Additional Readings

Recommended sources:

Websites
- Charles Antaki [http://www-staff.lboro.ac.uk/~ssca1/intro1.htm](http://www-staff.lboro.ac.uk/~ssca1/intro1.htm)

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

I am pleased to share with you that in 2012 I received the Dean’s Award for Excellence in Learning and Teaching and this achievement was based on my continuous innovation in my teaching and the serious consideration of the feedback that students provide.

Based on previous feedback I have redesigned the course to minimise the upfront lecture component which took a larger part of the delivery time in the past. Students have indicated their preference to spend the time on practical applications and discussions. I have also added a list of selected readings which provide a great range of example studies.
13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit
Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.