



AL 5312 DISCOURSE ANALYSIS 3 Credit Hours
Fall 2008 Sessions 2-3 August 22–October 17, 2008 Mahler 8 M-F 9:05-10:00

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Description:

Students will learn how to analyze the discourse structure of a text, using a specific approach to text analysis. They will chart a few sample texts from different languages and investigate grammatical structures of discourse, paragraph, sentence, and clause. They will focus on the interface between morphosyntactic forms and their functions in discourse and be aware of the natural flow of information in discourse to apply in translation and fieldwork.

Prerequisite: AL 4410 (Grammar a and b)

Outcome Objectives:

1. To begin the analysis of discourse, dialogue, paragraph, sentence, and clause.
2. To investigate relationships between grammatical forms and their meanings and functions in discourse; thus, the overriding theme of the course is the necessity of the study of discourse for the adequate description of any phase of language.
3. To read linguistic literature and gain insight for both theoretical aspects and practical applications.

Competencies to be Acquired:

Upon completion of this course, students will be able to identify discourse types and analyze how a discourse may be segmented into hierarchical units, and describe typical features of different types of prominence and cohesion and coherence. They will be able to indicate evidence for foregrounding and backgrounding (or mainline and supportive information) including differences in verb forms, to describe topic or participant reference, and to investigate constituent order variation and information structure.

Text:

Longacre, Robert E. 1996. *The grammar of discourse*. 2nd ed. New York: Plenum Press.

Resources:

Longacre and Hwang. Forthcoming. *Holistic discourse analysis (HDA)*.

(Available at P:\Homework\DiscourseAnalysis)

Additional assigned reading material from other books and journals for each of the three units will be kept on reserve at the GIAL Library for the duration of the unit. Resources are available through the GIAL Library and through interlibrary loan.

At the beginning of each unit, study questions and a supplementary reading list are provided. Other handouts are provided throughout the course to summarize, highlight, or exemplify portions of the readings or the lectures.

Course Outline

Unit 1. Discourse

1. Discourse typology, peak, and profile
2. Charting and analysis of an English text
3. Participant reference & information status
4. Charting and analysis of Totonac texts
5. Salience and grounding (verb ranking)

Test 1 (In-class, closed book) on September 12

Unit 2. Sentence, Paragraph, Dialogue

1. Notional structure for sentences and paragraphs
2. Sentence structure in co-ranking languages
3. Sentence structure in chaining languages and switch reference
4. Paragraph
5. Dialogue and reported speech
6. Discourse and paragraph analysis of a hortatory text
7. The model applied to Biblical texts

Test 2 (Take-home, open book) Due on October 6

Unit 3. Clause Structure

1. Case roles
2. Word order in discourse
3. Ergativity and discourse
4. Interface between syntax and discourse:
Relative clause; Discourse transitivity
5. A holistic framework for grammar and discourse analysis

Final exam (part 1 take-home open book; part 2 in-class open-book) Due on October 17

Tentative Schedule for Assignments: See attached

Methods of Instruction

The methods of instruction include lecture, class discussion, practice exercises, and charting. Exercises are assigned to give experience in applying the analytical tools. This class provides the foundation and introductory experience for grammar consultant and training work by using both English and selected non-Indo-European languages as data sources. This also gives a well-rounded view of linguistic structures. The teaching methods and use of various languages are designed to give the students a broad perspective and an understanding of language universals and typology.

Methods to be Used to Assess Outcomes:

The course outcomes and student learning will be assessed based upon tests, a final exam or a term paper, reading notes, charting projects, exercises, and class participation.

Tests: There will be two tests (an in-class test and a take-home) and a cumulative final exam (or a term paper as described below). Tests will cover lecture materials and reading assignments.

Term Paper Option: Students with a grade of B+ or above on the first test may submit a term paper analyzing a short text in any language (including the Bible) in place of the final exam. Those choosing this option should submit an abstract by September 22, including the tentative title and the anticipated result. Term papers are due by October 15. The students with their own field language data who wish to work on it during the course should come to talk with the instructor.

Requirements Used in Credit Assessment:

Reading notes are required for the readings on the assignment sheets marked with an asterisk and are to be handed in at the close of the class period. A reading note consists of the bibliographical data (using the

LSA Style) and your personal notes taken while reading the assigned material and may be in any format. These reading notes are for your own benefit and not graded but will be included as part of your daily assignment grade. Instead of writing a reading note, you may choose to answer the study questions. A brief (1-2 pages) annotated bibliography of two papers or chapters of your choice is due October 13, giving a summary and your comments, and there will be a group oral presentation of discourse analysis applied to Biblical texts around September 30.

Final grades will be based on:

Text charting and analysis	10%
Two tests	25% each
Final exam or a term paper	30%
Daily assignments	10% (includes reading reports, exercises, annotated bibliography, group oral presentation, class attendance, and participation)

Grading

<u>Points</u>	<u>Grade</u>
90-100	A- to A+
80-89	B- to B+
70-79	C- to C+
60-69	D
59 and below	F

Attendance, Missed Assignments, Make-up Work:

Attendance is required at all classes except when you are ill or face some other unavoidable circumstances. Whenever possible, notify your teacher in advance if you must miss a class, and have someone turn in your assignments and receive any handouts. Late submission of assignments may be accepted, with a possible penalty under normal circumstances, and there will be no make-up of exams.

Bibliography:

Use the LSA bibliography style (a handout) in reading notes, annotated bibliography, and term papers.

Financial Aid:

“Students receiving financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid a student receives during the current bimester, and might affect their eligibility for aid in the future.”

Disabilities:

“Once admitted to this course, a student who has provided documentation of disability to the Dean of Students has the responsibility of informing the course head in writing during the first week of class of any disabling condition that may require modifications to avoid discrimination.”

Grievance, Discipline, and Appeals Procedure:

“Faculty members commit themselves to abide by GIAL’s Grievance and Discipline and Appeal procedures as stated in the *Student Handbook* and the *Catalog*.”

Posting of Course Grades:

“Each faculty member may, at their discretion, post or otherwise distribute to the students course grades for each class in a manner that protects the privacy of each student’s grade. Final course grades provided to a student by a faculty member are not official. Official grade reports are available only through the Registrar’s Office.”

Tentative Course Schedule and Assignments:

(An asterisk indicates that the reading notes must be turned in)

Date	Day	Topic	Assignment (listed for the day it is due)
Unit 1: DISCOURSE			
8-22	1	<i>Session 2</i> Information sheets and orientation	
8-25	2	Why discourse?	*Longacre and Hwang. forthcoming. Ch. 1. Why discourse analysis? Holistic discourse analysis (HDA). (At P:\Homework\DiscourseAnalysis)
8-26	3	Intro: football Discourse typology	Longacre. 1996. The grammar of discourse (TGOD). Intro. and Ch. 1a (1-21)
8-27	4	Peak as gearshift Profile (SS) and Schema (NS) Handout HDA 4.1 and “The Story about Ping” text	TGOD. Ch. 2 (The Ping text is also at P:\)
8-28	5	Charting	HDA. Ch. 4.1. Approaching a narrative: Constituent charting and macrosegmentation. HDA. Handout. (Also at P:\)
		Lab for Charting	Supervised charting session (1:30-3:00). Work with a partner as a team.
8-29	6	The Ping text: Charting & analysis	Continue to chart Ping.
9-1		<i>Labor Day</i>	
9-2	7	Summarize The Ping text: What have we found out?	Finish charting Ping and hand in the chart (To be graded). (Colorcode, notes, partial analysis)
9-3	8	Hans; participant reference	HDA. Ch. 4.2, and Ch. 6. Discourse operations and ranking in variable participant reference forms. (At P:\)
9-4	9	Activation status; discourse-pragmatic structuring of sentences Focus and topic	*Dooley and Levinsohn. 2001. Analyzing discourse. Ch. 10-11 (55-77)

Date	Day	Topic	Assignment (listed for the day it is due)
9-5	10	Totonac I	Chart and analyze Totonac I (To be graded). (To use the text at P:\, use NewGram Fonts) Work with a partner.
9-8	11	Types of information and verb ranking. (Events vs. nonevents)	HDA. Ch. 5. How the listener/reader follows a story. (At P:\) (cf. Grimes. 1975. The thread of discourse. The Hague: Mouton. Ch. 3-4) Start charting and analyzing Totonac II (Text also at P:\)
9-9	12	Totonac II; especially verb forms and Peak	Finish charting and analyzing Totonac II (To be graded)
9-10	13	Totonac III; use of verb forms marking Peak	Analyze Totonac III (To be graded)
9-11	14	Saliency and grounding (verb ranking)	Longacre. 1981. A spectrum and profile approach to discourse analysis. Text 1.337-59. (For review) TGOD. Ch. 1b (21-31)
9-12	15	Test 1	Test 1 (<i>in-class, closed-book</i>) on Unit 1 Discourse.
Unit 2: Sentence, Paragraph, and Dialogue			
9-15	16	Sentence (Notional Structure) Ch. 3a via exercises	Longacre. TGOD. Ch. 3a (51-67). Exercise Group 1.
9-16	17	Ch. 3b via exercises	TGOD. Ch. 3b (67-82). Exercise Group 2.
9-17	18	Ch. 3c via exercises	TGOD. Ch. 3c (82-97). Exercise Group 3.
9-18	19	Co-ranking languages: English Surface Structure sentence types	Longacre. 2007. Sentences as combinations of clauses. Language typology and syntactic description, 2nd ed., ed. by Tim Shopen, 372-420. Cambridge: Cambridge University Press. (Read 372-77, 386-93) Exercise Group 4 on English sentence SS (using handouts) (cf. Longacre. 1970. Sentence structure as a statement calculus. Language 46.783-815, esp. 783-88 top, 794-803.)
9-19	20	SS/NS exercises	Do Exercise Groups 5 & 6 on NS and SS out of phase in English sentences.
9-22	21	Session 3 Lecture on: Discourse analysis of parables	Term paper abstracts are due. (No homework weekend. cf. Hwang and Lathers. 2002. Discourse structure of two parables. LACUS Forum 28.257-66. available at P:\)

Date	Day	Topic	Assignment (listed for the day it is due)
9-23	22	Chaining languages and switch reference systems New Lang exercise	TGOD. Ch. 9 (285-89). Handout: Scancarelli, Janine. 1992. Clause-combining constructions. <i>International encyclopedia of linguistics</i> , v. 1. 267-69. Longacre. 2007. Sentences as combinations of clauses. (398-420)
9-24	23	Continue: Switch reference New Lang exercise Mother-tongue translator training	Do New Lang exercise. Longacre. 1998. A suggestion for the training of mother-tongue translators. <i>NOT</i> 12(1).39-43.
9-25	24	Adverbial clauses	Thompson, Longacre, and Hwang. 2007. Adverbial clauses. <i>Language typology and syntactic description</i> , 2nd ed., ed. by Tim Shopen, 237-300. Cambridge: Cambridge University Press. (Read 237-45, 250-53, 269-79, 295-99)
9-26	25	Paragraph analysis	*Longacre. 1996. Salience schemes for narrative discourse: Some broader concerns. <i>LACUS Forum</i> 22.5-14. TGOD. Ch. 4.
9-29	26	Paragraph exercises	Paragraph exercises. (cf. HDA. Ch. 8. Drafting trees for discourses and local spans. At P:)
9-30	27	Discourse model applied to Biblical texts: Jonah, 1 John, and Romans (Extra 30-min. class in the afternoon for a group presentation)	<i>Collaborative group teaching about the methodology, result, and evaluation</i> Select one of the articles from below. Students choosing the same reading will work together as a team to present a report in class. You may use handouts, transparency, power point, etc., and turn in a copy. (1) Longacre and Hwang. 1994. A textlinguistic approach to the biblical Hebrew narrative of Jonah. <i>Biblical Hebrew and discourse linguistics</i> , ed. by R. D. Bergen, 336-58. Dallas: SIL. (2) Longacre. 1992. Towards an exegesis of 1 John based on the discourse analysis of the Greek text. <i>Linguistics and New Testament interpretation: Essays on discourse analysis</i> , ed. by D. Black. 271-86. Nashville: Broadman Press. (3) Longacre and Wallis. 1998. Soteriology and eschatology in Romans. <i>JETS (Journal of the Evangelical Theological Society)</i> 41.367-82.
10-1	28	Dialogue	TGOD. Ch. 5 (Focus on the first half). Exercise from The Three Little Pigs.

Date	Day	Topic	Assignment (listed for the day it is due)
10-2	29	More paragraph exercises, some with dialogue	More paragraph (with dialogue) exercises.
10-3	30	Paragraph structure in a hortatory text (ZPG)	*Longacre. 1992. The discourse strategy of an appeals letter. Discourse description: Diverse linguistic analyses of a fund-raising text, ed. by William C. Mann and Sandra A. Thompson, 109-30. Amsterdam: Benjamins. (Report is on the article; also try to do paragraph analysis using the handout.) Test 2 (<i>take-home, open-book</i>) handed out
10-6	31	Lecture on: Reported speech or Expository discourse	Test 2 is due
Unit 3: Case Grammar, Clause Structure, and Framework			
10-7	32	Case grammar: Case role exercises	TGOD. Ch. 6 Case role exercises
10-8	33	Word order and information flow in discourse	Comrie. 1989. Language universals and linguistic typology. Ch. 4: Word order (86-99). Hwang. 1994. Grammatical form versus information flow in translation. LACUS Forum 20.586-97. (cf. TGOD, Ch. 8 (253-68))
10-9	34	Ergativity and case marking	Payne. 1997. Describing morphosyntax. Ch. 7: Grammatical relations (129-68). Skim the first half, if already familiar (129-44). (cf. Dixon. 1994. Ergativity. Ch. 1; Comrie. 1989. LULT. Ch.5-6)
10-10	35	Ergativity and discourse	Do ergativity exercises (Look for morphophonemic, not semantic, conditioning) Dixon. Ch. 8 (207-23). (cf. Du Bois, John W. 1987. The discourse basis of ergativity. Language 63.805-55.)
10-13	36	Interface between discourse and syntax: Relative clause	Hwang. 1990. The relative clause in narrative discourse. Language Research 26.373-400. An annotated bibliography (1-2 p.) of two items on discourse (journal article or book chapter) – summary and your comments

Date	Day	Topic	Assignment (listed for the day it is due)
10-14	37	Discourse transitivity	Lecture on transitivity hypothesis (cf. Hopper, Paul J. and Sandra A. Thompson. 1980. Transitivity in grammar and discourse. <i>Language</i> 56.251-99.)
10-15	38	Framework: Tagmeme & syntagmeme; exponence	*TGOD. Ch. 9a (269-84). Term papers are due
10-16	39	Review with a text	Hwang. 1989. Recursion in the paragraph as a unit of discourse development. <i>Discourse Processes</i> 12.461-77. Final exam , part 1 on text (<i>take-home, open-book</i>) handed out
10-17	40	Final exam	Final exam , part 2 (<i>in-class, open-book</i>). Turn in both parts