Course description
Language is used to express both identity and group affiliation; we shape it for various purposes and we are shaped by the discourse conventions used around us. In this semester, we will examine a range of theoretical and methodological stances with respect to discourse and language use, considering issues such as the effect of language on social interactions and identity formation, how we perform identities through language, and what constraints are imposed upon our linguistic performances by ideologies, standards, and communities of practice around us.

The term “discourse” has very broad usage; we will survey some of the different approaches, focusing on those where the primary object of study is language. In our examination of theories and methods of observing language use across different modes (oral, written, and electronic), we will consider variables such as race, class, and gender. We will read the work of linguistic theorists and practitioners, studying the intersection of their work with that of social theorists, philosophers, and literary scholars. Students will do linguistic observations and prepare a final project for presentation to the class.

Students will be expected to begin or continue an extended project in which they collect and analyze oral, written, and/or electronic texts. We will study how to collect texts, attending to important ethical considerations. With texts in hand, we will evaluate the differing structural properties of oral, written, and electronic formats and how those structural properties affect meaning. The levels of analysis may range from individual lexical items (e.g., word choice, use of discourse particles like ‘okay’), to sentential choices (active vs. passive voice, use of questions), to conversational strategies (turn-taking behaviors, indirect speech acts, politeness, directives), to choices of genre and beyond. We will also examine such issues as the production and reproduction of power in conversations and analysis of texts with respect to such issues as gender, race or ethnicity, and class.

This course may be useful to those who already have data and who are looking for analytical tools; it can also foster projects that may produce new data and theoretical perspectives suitable for conference papers, publications, masters’ projects, theses or dissertations. The potential application is large: one can usefully apply linguistic analytic methods to conversation analysis, text linguistics, ethnographic research, written discourse conventions, social construction, professional discourse, language instruction, grammar, literacy, analysis of writing and reading, rhetorical analysis, technical communication, and stylistics.

Course requirements
20% Reading responses (synopses of and questions arising from the readings); active participation in class.

20% Short assignments (done both in & out of class) practicing linguistic data collection, arrangement, and analysis of oral, written, and electronic texts.

10% Leading class discussion and annotated bibliography of outside readings (one time during term; choose to complement final project)

10% Research Project
- Preliminary prospectus & conference w/ Vicky (weeks 3-4)
- Revised prospectus (due 2/8, week 5)
- Research update (discuss data, problems/issues, week 9)

20% Oral presentation on research (weeks 11-13)
20% Final research paper (~15 pp.): due 1 wk after pres. or by 4/15

Required Texts

Plus additional articles (noted in bold in the Course Schedule), placed on reserve either on electronic reserve accessible via my website (password protected), or in the graduate files in the gray 2-drawer filing cabinet in the 3rd floor north alcove.
Recommended Texts
(You are strongly encouraged to start building your own research library, for your master's work or your Ph.D. comprehensives.)

Explanation of Course Requirements
Participation
You are expected to have completed the readings prior to coming to class so that you will be able to engage in discussion of them. Active participation is a necessary part of being a successful graduate student.

Reading Responses
Keep an on-going folder of your writing, including responses to the readings assigned in class, data for class exercises, and ideas that can later turn into research or discussion questions for class or your seminar presentation.

For each day's readings, you will prepare (and turn in at the close of class the day we discuss the readings), a reading response where you:
- briefly summarize the main points of each article (1-2 paragraphs)
- note particularly significant data and quotations, and
- write 2-3 questions for discussion in class. (There may not be time to raise or answer all questions, but it will help you prepare for class and research.)

If you have completed those issues and have more space, you might wish to react to the readings or relate them to your own research question. However, my primary interest is seeing that you read and understand the points the authors are trying to convey, and that you are able to situate them within the context of on-going work. It is critical to learn how to summarize a scholar's point before going on to give your reaction to it; don't short-shrift the first to get on to the personal connection.

Short Assignments
I will give various short assignments or problem sets on data that you are given or data that you collect; some will be given to you to write up before class, some will be done in class. These exercises will demonstrate ways of approaching linguistic data that will help you process your readings and give you ideas for how to do your own research.

Leading Class Discussion
Each student will pick a particular topic during course, and will collaborate with me in developing a list of relevant outside readings on this issue. Then, in class, you will lead discussion of the common readings and provide the other students with an annotated bibliography of other relevant work.

Research Project
In weeks 3-4, you will meet with me to discuss your research project for the term. Give me a 1-2 pp. preliminary research prospectus stating the issue you wish to pursue, giving some sample data and a couple of relevant references at least one day in advance of our meeting. We will meet in conference to further shape that question, find additional readings, and discuss data collection methods.

You will create a revised prospectus (2-3 pp., due 2/8, Week 5) that further formulates a research question on some issue of linguistic analysis related to class topics. Then you will undertake the collection of a body of data that will help shed light on the problem you pose. You might, for example, tape and transcribe a series of exchanges, or collect rapid and anonymous survey answers, or collect a set of written or electronic texts.

You will analyze the data you gather, read background research relevant to your problem, and present a short 10-15 min. research update during week 9, discussing issues and problems in your data collection.

You will prepare an oral presentation summarizing your research findings and analysis to give to the class in weeks 11-13, in an interactive session, with approximately a 20-minute presentation and 15 minutes for class discussion (about half a class period). I will give a demonstration beforehand of the kind of ways that linguists use data to support their analysis and points, with handouts/overheads of examples.

The oral presentation will act as a rough draft of the final research report. With the reactions from me and the class in hand, you will revise and then submit a final research paper that includes your research question, a summary of relevant background research, an
explanation of your research method, the data, the analysis of the data, and your conclusions, with a final statement of the import of your work for the study of language in society. The research paper should run about 15 pages, with relevant data discussed in the text and included in more complete form in an appendix. It is due within a week of your oral presentation, or no later than Friday, April 15.

ADA NOTE
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call the Dean of Students' Office (x7-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (x7-3310).

Guide to Abbreviations
Here are some abbreviations I use in this syllabus and in class:
- AAE: African American English (also called Ebonics)
- AAVE: African American Vernacular English
- BEV: Black American English
- CA: Conversation Analysis
- CDA: Critical Discourse Analysis
- CMC: Computer Mediated Communication, also called CMD: Computer Mediated Discourse (Electronic Discourse)
- DA: Discourse Analysis
- DP: Discursive Psychology
- IS-ES: Interactive Sociolinguistics/Ethnography of Speaking
- L: language
- Lx: linguistics
- SocLx: sociolinguistics

Schedule of Course Events
(subject to change depending on class needs)

NOTE: Numbers in parentheses below refer to the relevant chapter in either Discourse as Theory and Practice (DT) or Discourse as Data (DD). Outside articles/chapters are written in boldface, e.g., Cameron.

Week 1
T 1/11 Linguistic Analysis: a short history/survey
Sociolinguistics, discourse analysis, theory & practice
Reading: Wetherell (1) in DT

Th 1/13 Methodology & method; oral, written, electronic data; ethics, consent; formulating a research issue
Reading: Taylor (1) in DD, Cameron (2,12)
Writing: short linguistic profile; statement of interest

Week 2
T 1/18 Some traditions in linguistics: structuralism, generative grammar, evolutionary psychology. Competence, performance. Place of sociolinguistics & discourse within linguistics
Reading: Saussure, Chomsky, Pinker, Hymes, Labov

Th 1/20 Overviews of some theories of discourse: CDA, DP, CA, IS-ES, Foucault, Bakhtin
Reading: Kress (2), Potter (3), Heritage (4), Fitch (5), Maybin (6) in DT. All editor's introductions in DT.

Week 3
T 1/25 Variation in language use: regional; standards, dialects, attitudes
Reading: Spolsky (whole book); selections from Do You Speak American? website (www.pbs.org/speak), Labov (Martha's Vineyard)
Writing: on dialects, standards

Th 1/27 Social variation in language use (class, race/ethnicity, gender): focus on class
Reading: Labov: NYC (4th floor); Guy

Week 4
T 2/1 Social variation: race/ethnicity, AAE, native American languages, and Spanish in America, education
Reading: Labov, Rickford, Pullum, Smitherman, +
Writing: on students' rights to their own languages
Week 5
T 2/8  On research projects; data; units of analysis
Reading: review Taylor (1) in DD, Cameron (2, 12).
[Ochs, Bucholtz, Chafe & Danielewicz]
Writing: Research prospectus due. Bring in data for analysis & discussion

Th 2/10  NO CLASS; WINTER CARNIVAL

Week 6
T 2/15  Conversation Analysis
Reading: in DT; review Heritage (4); read Goffman (8), Sachs (9), Silverman (10), Kitzinger & Frith (13), Edwards (17), Mehan (25).

Th 2/17  Doing CA (focus on collecting and analyzing ORAL texts)
Reading: Woofit (2) in DD
Writing: CA assignment (transcription & analysis)

Week 7
T 2/22  Critical Discourse Analysis
Reading: review Kress (2); read Hodge & Kress (21), van Dijk (22) in DT

Th 2/24  Doing CDA (focus on WRITTEN texts)
Reading: Fairclough (6) in DD.
Writing: CDA asst.

Week 8
T 3/1  Interactional Sociolinguistics & Ethnography of Speaking
Reading: review Fitch (5); read Gumperz (11), Tannen (12) in DT; Herring.

Th 3/3  Doing IS-ES (focus on ELECTRONIC texts)
Reading: Yates (3) in DD.
Writing: IS-ES/CMC asst.

Spring Break

Week 9
T 3/15  Research Update: Bring data and research problems to class to discuss.
Readings: Wetherell (27) in DT; Taylor (8) in DD

Th 3/17  Research Updates, continued.

Week 10
T 3/22  Discursive Psychology, Doing DP
Reading: review Potter (3); read Davis & Harré in DT; Horton-Salway (4), Edley (5) in DD

Th 3/24  Foucauldian analysis. Doing Foucauldian analysis
Reading: review Hall (4); read Holloway (20), Shapiro (23), Hall (24), Miler & Rose (26) in DT; Carabine (7) in DD; selections from Foucault

Week 11
T 3/29  Bakhtinian analysis
Reading: review Maybin (6); read Billig (15), Wertsch (16), Gergen (18) in DT; selections from Bakhtin.

Th 3/31  Student presentations (~2 per day)

Week 12
T 4/5  Student presentations
Th 4/7  Student presentations

Week 13
T 4/12  Student presentations
Th 4/14  Student presentations

Week 14
T 4/19  Mop-up: review of what we’ve learned.
Readings: Wetherell (27) in DT; Taylor (8) in DD

Th 4/21  Summary; course evaluations

Finals Week: No class; no final exam