|  |  |
| --- | --- |
|  | ERCIYES UNIVERSITY  FACULTY OF LITERATURE  DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code and Title:** | ELIN 378 Discourse Analysis | | |
| **Coordinator :** | Assoc. Prof. Dr. Bilal Genç | | |
| **lesson Teaching Method :** | Face to face, presentation and Interactive | | |
| **ECTS:** | 3 | **Hours / TL :** | **2/T** |
| **Lesson Type** | Compulsory | **Prerequisite :** | **-** |
| **Email :** | **bgenc@erciyes.edu.tr** | **Course :** | **English** |
| **Course Objective** | The course aims to help students develop an understanding of approaches to critical discourse analysis and apply to the analysis of texts, involving the analysis of language above the level of sentence as well as the investigation of language in context. The course will explore a wide range of discourse from language, literature, culture and media. Students will read original and recent work in these areas, and will engage themselves in collecting, analyzing and describing different forms and ideologies of discourse. Informed by content-based, text-based, text language methodologies. It engages the student in different learning tasks (e.g. critical reading by applying some critical discourse model to find ideologies of the text, small group discussion, group oral presentation).  The course will build students’ ability to analyze and examine ways to focus on text and discourse. A number of approaches to analysis are introduced and opportunities are provided for participants to analyze written texts and discuss applications for language in texts and media. | | |
| **Course Content** | Throughout the course, you will learn different aspects of how to analyse the language of texts. You will learn about particular aspects of the structure of English (e.g. grammatical, sound and conversational structure), at points where it is of particular relevance to the texts you happen to be studying at the time. | | |

|  |  |  |
| --- | --- | --- |
| **Contribution of the Course to the Program Qualifications** | | |
| **Course Outcomes** | | **Contribution Level** |
| **1** | Develops English literacy, listening-speaking skills at an advanced level. Gains the English language proficiency to be able to express himself effectively in written and oral form in national and international platforms. | \*\*\*\*\* |
| **2** | Works of different genres of English literature; learns the historical, cultural and social context of these works. | \*\*\*\*\* |
| **3** | Learns the structure, features and development of the English language. Gains competence in grammar, phonology, syntax, semantics, stylistics, rhetoric and corpus. | \*\*\* |
| **4** | Have the knowledge and competence to translate texts from English to Turkish, from Turkish to English at all levels from different fields. | \*\* |
| **5** | Learns the latest information and technologies related to the field. Have the knowledge, skills and competence to practice his profession in the field of English in Turkey and in different countries of the world. | \*\* |
| **6** | Have sufficient knowledge and experience in fields such as linguistics, foreign language teaching, literary criticism and text translation. He has the competence to use the theoretical and applied knowledge he has acquired in related fields. | \*\*\* |
| **7** | Defines the problems encountered in the fields related to the profession and develops solutions that will meet the expectations in this regard. Gains the ability to cooperate with relevant institutions and develop solutions for the solution of the problems encountered. | \*\*\* |
| **8** | A sense of professional ethics and responsibility develops. | \*\*\* |
| **9** | Gains interdisciplinary knowledge and perspective. Thanks to the interdisciplinary courses in the program, he learns the relationship between language and literature studies and other disciplines. Gains the competence to use his interdisciplinary knowledge and experience. | \*\*\*\* |
| **10** | Knows Literature and Language Theory. Develops critical and analytical thinking skills. Uses theoretical knowledge and critical experience effectively. | \*\*\*\*\* |
| **11** | Works harmoniously individually and in groups. Gains the ability to develop and implement projects, innovation and R&D studies related to their profession. | \*\*\* |
| **12** | Develops a comparative research, education and training approach in accordance with universal standards, taking into account cultural differences by using the experience specific to his profession. | \*\*\* |
| **13** | Have lifelong learning skills and competence in professional and individual fields. | \*\*\* |
| **14** | Gains knowledge and understanding of environment, race, gender, religion and economic issues in literary culture. It develops awareness that can contribute to the society as knowledge, experience and thought on these issues. | \*\*\*\*\* |
| The number of stars (\*) represents the contribution level from 1 (minimum) to 5 (maximum). | | |

|  |  |  |
| --- | --- | --- |
| **( Syllabus )** | | |
| **Week** | **Topics** | **Teaching Method and Technique Used** |
| **one** | Overview of the Syllabus | Lecture |
| **2** | Chapter 1 (Alba Huez) (pp:5-24) | Presentation and Discussion  Interactive Lesson |
| **3** | Thornbury Chapter 2 (pp.17-34) (What makes a text) | Presentation and Discussion  Interactive Lesson |
| **4** | Thornbury Chapter 2 (pp.17-34) | Presentation and Discussion  Interactive Lesson |
| **5** | Thornbury Chapter 3 (pp.35-62) (What makes a text make sense) | Presentation and Discussion  Interactive Lesson |
| **6** | Thornbury Chapter 3 (pp.35-62) | Presentation and Discussion  Interactive Lesson |
| **7** | (Johansen) Introduction: Literature (p.3-21) | Presentation and Discussion  Interactive Lesson |
| **8** | (Johansen) Introduction: Literature (p.3-21) | Presentation and Discussion  Interactive Lesson |
| **9** | Midterm Exam | Presentation and Discussion  Interactive Lesson |
| **10** | Introduction (van dijk) (pp.3-57) | Presentation and Discussion  Interactive Lesson |
| **11** | (van dijk)Text and Discourse Linguistics: Rhetoric, Stylistics (p.26) | Presentation and Discussion  Interactive Lesson |
| **12** | (van dijk)Text and Discourse Linguistics: Rhetoric, Stylistics (p.26) | Presentation and Discussion  Interactive Lesson |
| **13** | (van dijk) Stylistics | Presentation and Discussion  Interactive Lesson |
| **14.** | (van dijk) Stylistics | Presentation and Discussion  Interactive Lesson |
| **15.** | Review | Test |

|  |  |  |  |
| --- | --- | --- | --- |
| **Planned Teaching Activities, Teaching Methods and ECTS Workload** | | | |
|  | **Number** | **Duration (Hours)** | **Number x Duration (Hours)** |
| Face to face education | **13** | **2** | **26** |
| Out-of-class study time (reinforcement) | **5** | **15** | **15** |
| Homeworks | **2** | **10** | **10** |
| Presentation and Seminar | **1** | **8** | **8** |
| Quizzes | **1** | **6** | **6** |
| Preparation for midterm exams | **2** | **15** | **5** |
| midterm exams | **1** | **8** | **8** |
| Project (Semester assignment) | **1** | **8** | **8** |
| Lab | **0** | **0** | **0** |
| field work | **0** | **0** | **0** |
| Preparation for the final exam | **1** | **14** | **14** |
| Semester final exam | **1** | **4** | **10** |
| Research | **5** | **10** | **10** |
| **Total workload** |  |  | **120** |
| **ECTS** | **4** |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation Methods and Criteria** | | |
| **Mid-Semester Evaluation** | **Number** | **Contribution Percentage** |
| Midterm | **1** | **40 (multiple choice and open ended questions)** |
| Quiz |  |  |
| Homework |  |  |
| **Semester Total** |  | **40** |
| Contribution rate of the final exam to success (Micro Teaching Presentations /Videos ) |  |  |
| final exam | **1** | **60 (project work: analysis of Shakespeare’s sonnets in terms of cohesion and coherence)** |
| total |  | **60** |
| **The overall total** |  | **one hundred** |

|  |  |
| --- | --- |
| **Recommended Course Materials** | |
| **Textbook** | **Coursebook:**   1. Alba-Huez, L. (2009). Perspectives on Discourse Analysis Theory and Practice. 2. Thornbury, S. (2005) Beyond Sentence. Introducing Discourse Analysis. MacMillan 3. Johansen, J. D. (2002). Literary Discourse: A Semiotic-Pragmatic Approach to Literature. 4. van Dijk, T. (1985). Discourse and Literature. John Benjamins Publishing Company: Amsterdam |