



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
SILABUS

MATA KULIAH : Discourse Analysis & Language Teaching

KODE : (MKB306)

SKS/JS : 2/2

SEMESTER : 1

PRASYARAT : -

PENGAJAR :

Prof. Dr. Ni Nyoman Padmadewi, MA.

Drs. I Wayan Suarnajaya, MA, Ph.D

PROGRAM STUDI : S2 PENDIDIKAN BAHASA INGGRIS

PROGRAM : PASCASARJANA

Standar Kompetensi : Students have knowledge and ability to understand the principles and approaches in discourse analysis and able to apply the theory in analyzing any discourses.

Material	Objectives	Indicators	Teaching Learning Process	Resource
Definition of Discourse - A brief historical overview - Form and function - Text and Talk	Students have knowledge about the concept of discourse analysis	Students are able to explain the concept of discourse analysis either as a written or verbal discourse	Lecturing Discussion Questions/Answer	Van Dijk, Teun. 1988. <i>News as Discourse</i> . Hillsdale, N.J: Elbaum Wodak, Ruth and Michael Meyer, 2009. <i>Methods of Critical Discourse Analysis</i> . Washington DC: Sage
Discourse as verbal structure a. Sound, Sight and Body	Students have good understanding about the	Students are able to describe the structures of	Lecturing Discussion Questions/Answer	Van Dijk, Teun. 1988. <i>News as Discourse</i> .

b. Order and Form c. Meaning d. Style (variation) e. Rhetoric f. schemata	concept of discourse analysis as verbal structure	discourse analysis as verbal structure and how it differs from discourse as written discourse		Hillsdale, N.J: Elbaum
Discourse as Actions and Interaction in Society	Students have understanding about complex structures of local or global meaning and schematic forms which may be described in terms of the social actions and interactions.	Students are able to describe the structures of a discourse as social actions and interactions	Lecturing Discussion Q/A	
Social Discourse Analysis - Concept - Purpose	Students have good understanding about the concept and the purpose of social discourse analysis	Students are able to describe the purpose of social discourse analysis	Lecturing Discussion Q/A	
Concept of Critical Discourse Analysis - Purpose - Principle - The principle of CDA	Students have good understanding about the concept of Critical discourse analysis and can describe the difference between CDA and SDA.	Students can describe the difference of CDA and SDA and explain the purpose and the principle of CDA Students can give examples	Lecturing Discussion Q/A	Fairclough, Norman. 1995. <i>Critical Discourse Analysis. The Study of Language</i> . London and New York: Longman Wodak, Ruth and Michael Meyer, 2009. <i>Methods of Critical Discourse Analysis</i> . Washington DC: Sage
Practices of Discourse Analysis	Students can implement the theories to analyze several types of discourses	Students can analyze: Texts as verbal expression,	Lecturing Discussions Presentations	

		Texts as written expression		
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Lesson plan:

Week	Basic Competencies	Indicators	Material	Detail of the Material	Learning Experiences	Time	Media
1 - 2	Students have knowledge about the concept of discourse analysis	Students are able to explain the concept of discourse analysis either as a written or verbal discourse	Definition of Discourse	-A brief historical Overview -Form and function -Text and Talk	Listening to the lecture, having discussion and Questions and Answer	2x90 minutes	Power points
3 - 4	Students have good understanding about the concept of discourse analysis as verbal structure	Students are able to describe the structures of discourse analysis as verbal structure and how it differs from discourse as written discourse	Discourse as verbal structure	a. Sound, Sight and Body b. Order and Form c. Meaning d. Style (variation) e. Rhetoric f. schemata	Listening to the lecture, having discussion and Questions and Answer	2x90 minutes	
5	Students have understanding about complex structures of local or global meaning and schematic forms which may be described in terms of the social actions and interactions	Students are able to describe the structures of a discourse as social actions and interactions	Discourse as Actions and Interaction in Society	-Conversation as interaction -Abstract Structure vs actual language use -Cognition -Discourse and Society	Listening to the lecture, having discussion and Questions and Answer	90 minutes	
6	Students have good understanding about the concept and the purpose of social	Students are able to describe the purpose of social discourse analysis	Social discourse analysis	-The concept -Discourse analysis as a multidisciplinary enterprise	Listening to the lecture, having discussion and Questions and Answer	90 minutes	

	discourse analysis						
	Review				Middle Test		
	Students can show their understanding and competencies about the concept of discourse analysis and also discourse as social actions and interactions	Students are able to critically review articles / research findings related to DA and SDA	Review	Mid-term Test	Making a critical review about articles/research findings on DA/SDA	Take home assignment	
	Students have good understanding about the concept of Critical discourse analysis and can describe the difference between CDA and SDA.	Students can describe the difference of CDA and SDA and explain the purpose of CDA Students can give examples	Critical Discourse Analysis	The concept of CDA The Purpose of CDA The Principle of CDA	Listening to the lecture, having discussion and Questions and Answer	90 minutes	
0-13	Students can implement the theories to analyze several types of discourses	Students show their competencies in analyzing several types of discourses	Discourse as verbal expressions; discourse as written expression	Lecturing discussion	Listening to Lectures, Discussion Q/A	4x 90 minutes	
4	Final Test						

II. PENILAIAN

A. PROSES:

1. Students' argumentation in classroom discussions
2. Students' presentations
3. Students' critical review

B. Product:

1. Students' mini Project
2. Students' paper (critical review)

TAGIHAN

UJIAN TENGAH SEMESTER

The following is the example of discourse that is presidential Speech. Please answer the questions below based on teun Van Dijk's theory!

1. What are the characteristics of Principal 's speech viewed from the micro level of the analysis using van Dijk's Theory?
2. How are parts of the speech connected to each other if viewed from the meso level of the analysis using the theory?
3. What is the ideology identified if viewed from the macro level of analysis using the theory?

TUGAS

You are assigned to do the following project. The topic is as follows "STRATEGY OF COMMUNICATIONS BETWEEN FEMALE SCHOOL PRINCIPAL AND TEACHERS IN MAKING DAILY INTERACTIONS IN SCHOOL. A STUDY ON DISCOURSE ANALYSIS USING CONVERSATION ANALYSIS THEORY".

You have to answer the following questions by collecting real data and observing the subjects in your schools. Please list the strategy of communications you identify and analyse using appropriate theories.

1. What are the strategy of communications used by the female principal in making daily interactions with other teachers?
 - a. How are the conversations started and continued when talking to teachers of the same gender and different gender? Please
 - b. How are the conversation managed when talking to teachers who are in different age?
2. Is there any characteristics in terms of strategy of communications encountered by the female principal when talking to teachers regarding the gender and age of interlocutors?

Final project

Please a report about the assignment you did for the middle test. Your report must consist of introduction, reviu of related literature, method of data collection, data analisis, finding and discuss

