

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 :

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

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b. Order and Form	concept of	discourse		Hillsdale, N.J:
c. Meaning	discourse	analysis as		Elbaum
d. Style (variation)	analysis as	verbal		
e. Rhetoric	verbal structure	structure and		
f. schemata		how it differs		
		from discourse		
		as written		
		discourse		
Discourse as Actions and	Students have	Students are	Lecturing	
Interaction in Society	understanding	able to	Discussion	
	about complex	describe the	Q/A	
	structures of	structures of a		
	local or global	discourse as		
	meaning and	social actions		
	schematic forms	and		
	which may be	interactions		
	described in	meractions		
	terms of the			
	social actions			
Social Discourse	and interactions. Students have	Students one	Lastumina	
		Students are able to	Lecturing Discussion	
Analysis	good			
- Concept	understanding	describe the	Q/A	
- Purpose	about the	purpose of		
	concept and the	social		
	purpose of	discourse		
	social discourse	analysis		
	analysis			
Concept of Critical	Students have	Students can	Lecturing	Fairclough,
Discourse Analysis	good	describe the	Discussion	Norman.
- Purpose	understanding	difference of	Q/A	1995. Critical
- Principle	about the	CDA and SDA		Discourse
- The principle of	concept of	and explain the		Analysis. The
CDA	Critical	purpose and		Study of
	discourse	the principle of		Language.
	analysis and can	CDA		London and
	describe the			New York:
	difference	Students can		Longman
	between CDA	give examples		
	and SDA.	•		Wodak, Ruth
				and Michael
				Meyer, 2009.
				Methods of
				Critical
				Discourse
				Analysis.
				Washington
				DC: Sage
Practices of Discourse	Students can	Students can	Lecturing	20.5450
Analysis	implement the	analyze:	Discussions	
1 11111 / 5115	theories to	Texts as verbal	Presentations	
	analyze several	expression,	1 resemanons	
	types of	capicosion,		
	discourses			
	uiscourses			

Texts as	
written	
expression	

Lesson plan:

Iinggu e	Basic Kompetencies	Indicators	Material	Detail of the Material	Learning Experinces	Time	Media
- 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
-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	
	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	
	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	

show their understanding and competencies about the concept of discourse as social actions and interactions Students have good understanding about the concept of CDA and SDA and Critical explain the discourse analysis and can describe the difference between Ebetween CDA and SDA. Students can implement the theories to analyze several types show their understanding and competencies about the concept of discourse articles / research findings on DA/ SDA Critical Findings and carticles / sabout articles/research findings on DA/ SDA Critical The concept of CDA Listening to the lecture, having discussion and Questions and Answer CDA and SDA and CDA CDA Students can give competencies analyzing several types several types written Competencies articles / sabout articles/research findings on DA/ SDA The concept of CDA The concept of CDA The Purpose of CDA The Purpose of CDA Analysis The Principle of CDA and Answer CDA Students can give competencies as verbal discussion Ecturing discussion Lecturing discussion Listening to Lectures, Discussion Q/A Massignment articles/research findings on DA/ SDA Students can describe the difference of CDA The Purpose of C								
Review Students can show their understanding and review about the concept of discourse as social actions and interactions Students have good understanding about the concept of difference of about the understanding and interactions Students have good understanding about the concept of about the understanding about the concept of CDA and concept of CDA and can describe the difference between concept of CDA and can describe the difference between give concept of CDA and solve the difference between concept of CDA and can describe the difference between give concept of CDA and solve the difference between give competencies analyze in analyzing several types several types several types Students can between competencies analyze several types several types Students can show their understanding about the concept of CDA and solve the difference of competencies analyze several types written Middle Test Making a critical review about articles/research findings on DA/SDA The concept of CDA The Purpose of CDA The Principle of CDA Questions and Answer CDA and Answer CDA and CDA Critical The concept of CDA The Purpose of CDA Questions and Answer CDA and SDA The Purpose of CDA Questions and Answer CDA and SDA Analysis CDA Listening to the lecture, having discussion Listening to Lectures, minutes Discussion Q/A		discourse						
Students can show their understanding and competencies about the concept of discourse analysis and also discourse as social actions and interactions Students have good understanding about the concept of CDA and concept of CDA and concept of CTDA and concept of CTItical discourse analysis and also the concept of CDA and concept of CTItical discourse analysis and can describe the difference between CDA and SDA Students can give examples SDA. Students can implement the theories to analyze several types Students are able to critically about the coritical review about articles/research findings and critical review about articles/research findings on DA/SDA The concept of CDA The Principle of CDA The Principle of CDA Outside analysis and CDA Answer The concept of CDA The Principle of CDA Questions and Answer The Principle of CDA Outside and CDA The Principle of CDA Outside analysis and CDA Sudents can give examples Students can implement the theories to analyze several types several types written Take hor critical review about articles/research findings on DA/SDA The Principle of CDA The Principle of CDA The Principle of CDA Answer The Principle of CDA The Principle of CDA The Principle of CDA Answer Lecture, aving discussion and Questions and Answer Analysis Lecturing discussion Lectures, Discussion Q/A		analysis						
show their understanding and competencies about the concept of discourse as social actions and interactions Students have good understanding about the concept of CDA and Critical explain the discourse analysis and can describe the difference between CDA and SDA. Students can implement the theories to analyze several types show their understanding and competencies about the concept of discourse articles / research findings on DA/ SDA Students can describe the difference of CDA and SDA and can describe the difference of CDA and SDA Students can give competencies analyzing several types several types show their competencies articles / sassignment about articles/research findings on DA/ SDA The concept of CDA Listening to the lecture, having discussion and Questions and Answer CDA and SDA and Critical discourse as verbal discussion Students can give competencies in analyzing several types written Competencies articles / sabout articles/research findings on DA/ SDA The concept of CDA Listening to the lecture, having discussion and Questions and Answer CDA and SDA and CDA Students can give competencies as verbal show their competencies in analyzing several types written		Review				Middle Test		
Students have good describe the understanding about the concept of CDA and concept of CDA and can describe the difference between cDA and sDA. Students have good describe the understanding about the concept of CDA and concept of CDA and can describe the difference between give examples SDA. Students can implement the theories to analyze several types Students have describe the difference of CDA and implement the theories to analyze several types Students have describe the difference of CDA and explain the purpose of CDA The Purpose of CDA and helecture, having discussion and Questions and Answer The Purpose of CDA and Electure, having discussion and Questions and Answer Listening to the lecture, having discussion and Questions and Answer Listening to Listening to Lectures, Discussion Q/A Minute Purpose of CDA The Purpose of CDA Listening to the lecture, having discussion and Questions and Answer Lecturing discussion Lectures, Discussion Q/A		show their understanding and competencies about the concept of discourse analysis and also discourse as social actions and	able to critically review articles / research findings related to DA	Review	Mid-term Test	Making a critical review about articles/research findings on DA/	Take home assignment	
implement show their as verbal the theories to analyze several types several types show their competencies as verbal expressions; discourse as several types written discussion discourse as written discussion Lectures, Discussion Q/A		Students have good understanding about the concept of Critical discourse analysis and can describe the difference between CDA and	describe the difference of CDA and SDA and explain the purpose of CDA Students can give	Discourse	The Purpose of CDA The Principle of	lecture, having discussion and Questions and	90 minutes	
	3	implement the theories to analyze several types of discourses	show their competencies in analyzing	as verbal expressions; discourse as		Lectures, Discussion		
Final Test		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 PRINCIAPAL AND TEACHERS IN MAKING DAILY INTERACTIONS IN SCHOOL. A STUDY ON DISCOURSE ANALYSIS USING COVERSATION 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? Pleasure
 - 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 analusis, finding and discuss