

WORKLOAD ASSESSMENT DISCOURSE ANALYSIS

WORKLOAD ASSESMENT
DISCOURSE ANALYSIS
Academic Year 2019/2020

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ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
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A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>		Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Study Program				Document Code	
Lesson Plan							
COURSE		Code	Cluster	Credits		Semester	Compilation Date
Discourse Analysis		7920204041	Linguistics	T=3	P=1	6	2020
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Program Learning Outcome (PLO)	PLO						
	PLO	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1)					
	PLO	Being able to apply concepts and theories of culture to analyze sociocultural phenomena. (PLO3)					
	PLO	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO7)					
	PLO	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement. (PLO8)					
	Course Learning Outcome (CLO)						
	CLO1	Making use of Discourse Analysis theory to identify, analyze, compare and evaluate information and ideas within texts (PLO1)					
	CLO2	Being responsible for their critical thinking on a written and spoken text based on its context, speakers, listeners, social strata, social and art criticism (PLO3)					
	CLO3	Possessing knowledge of methods and strategies in analyzing the text including Written and Spoken text (PLO7)					
CLO4	Being able to manage critical thinking in response to the information and ideas of the texts in a form of spoken and written (PLO8)						

Course Description	This subject describes the wide variety of spoken and written text, and also the mixed of spoken and written that can be found in the communication practices. It is expected that as soon as they are accepted in the desired job, they can directly tune in a new workplace situation The language phenomena that is discussed in text is related to contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe and how texts represent ideology (power struggle etc.). In addition, this subject introduces norms of language use, social contexts and convention to explore English spoken and written text in various workplace discourses. Moreover, this subject is influenced by other disciplines that make this subject examine spoken and written texts from all sorts of different areas (medical, legal, advertising, export-import, tourism, journalism, and many more) and from all sorts of perspectives (race, gender, power). The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment, which dealt with a number of practical applications.	
Learning Materials/ Topics	Approaches to Discourse, Literature as Social Discourse, Feminist Discourse, Postcolonial Discourse, Intertextuality, and Critical Discourse Analysis	
References	Primary	<ol style="list-style-type: none"> 1. Brown, Gillian and Yule, George. 1983. <i>Discourse Analysis</i>. USA: Cambridge University Press. 2. Fowler, Roger. 1981. <i>Literature as Social Discourse</i>. London: Batsford Academic and Educational Ltd. 3. Huckin, Thomas. 2005. <i>Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller</i>. Washington DC: English Language Programs of United States Information Agency. 4. Locke, Terry.2004. <i>Critical Discourse Analysis</i>. London. New York. Continuum. 5. Mills, Sara. 1997. <i>Discourse</i>. New York: Routledge. 6. Schiffrin, Deborah. 1994.<i>Approaches to Discourse</i>. UK: Blackwell. 7. Tannen, Deborah. 2007. <i>Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse</i>. UK: University Press Cambridge.
	Supplementary	<ol style="list-style-type: none"> 1. Coultas, Amanda. 2003. <i>Language and Social Contexts</i>. London & New York: Rourledge. 2. Hutchby, Ian. 2006. <i>Media Talk: Conversation Analysis and the Study of Broadcasting</i>. Backshire, England: Open University Press. 3. Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Discourse Analysis</i>. New York: Routledge 4. Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i>. New York: Routledge
Lecturer(s)	Lisetyo Ariyanti	
Prerequisite	None	

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
1	Telling the content of the lecture course outline discourse analysis , and study - study as well as the things that distinguishes between discourse analysis and critical discourse analysis .		Introduction to course: plan of the course	Lecturing, group discussion, class discussion	Schiffrin.1994. <i>Approaches to Discourse</i> . UK:Blackwell. (page 20-41)	2x50'	
2	Explaining the definition of discourse in general from the side 'language above the sentence', 'language use', and 'utterances'.	<ol style="list-style-type: none"> 1. State the meaning of the discourse in terms of ' language above the sentence '. 2. Give an example of a discourse that is based on the ' language above the sentence '. 3. Mention the meaning of discourse in terms of ' language use'. 4. Give an example of a discourse that is based on the ' language use' 5. Mention the meaning of discourse in terms of ' utterance '. 6. Give an example of a discourse that is based on the sebuah'utterance '. 	Definitions of Discourse	Lecturing, group discussion, do exercise	Schiffrin.1994. <i>Approaches to Discourse</i> . UK:Blackwell. (page 20-41)	2x50'	<ol style="list-style-type: none"> 1. Students are able to explain and give example of Discourse: language above the sentence 2. Students are able to explain and give example of Discourse: language use 3. Students are able to explain and give example of Discourse: utterances
3	Describes the approach to the discourse of the pragmatic and follow said.	<ol style="list-style-type: none"> 1. Describe the relationship between pragmatic and follow said. 2. Explain the pragmatic sense. 3. Explain discourse analysis in terms of pragmatic side. 	<ul style="list-style-type: none"> • Approaches to Discourse 	Lecturing, group discussion, do exercise, and do assignment.	Schiffrin.1994. <i>Approaches to Discourse</i> . UK:Blackwell. (page 190-	2x50'	<ol style="list-style-type: none"> 1. Students are able to explain Pragmatics and mention the part of Pragmatics. <p>Students are able to explain Speech Act Theory and give</p>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
		<p>4. Give examples of discourse analysis study which investigated from pragmatic side.</p> <p>5. Explaining the sense of the theory of speech acts.</p> <p>6. Explain discourse analysis with a discussion of material acts said.</p> <p>7. Give examples of discourse analysis study which has the object of discussion follow said.</p>			228 & 49-91)		expression of Speech Act
4	Describing the discourse approach to understanding Interactional Sociolinguistics and The Ethnography of Communication	<p>1. Describe the relationship between social and communication functions in.</p> <p>2. Explain the meaning of interactional Sociolinguistics.</p> <p>3. Describe the analysis of discourse in terms of the interactional Sociolinguistics.</p> <p>4. Citing the study of discourse analysis study of the interactional Sociolinguistics.</p> <p>5. Explain the meaning of The Ethnography of Communication</p> <p>6. Explain discourse analysis with a discussion of material The Ethnography of Communication.</p> <p>7. Citing the study of discourse analysis which has the object of discussion The Ethnography of Communication.</p>	<ul style="list-style-type: none"> Approaches to Discourse 	Lecturing, group discussion, class discussion	Schiffrin. 1994. <i>Approaches to Discourse</i> . UK: Blackwell. (page 97-186)	2x50'	<p>1. Students are able to describe the relationship between social and communication functions in.</p> <p>2. Students are able to explain the meaning of interactional Sociolinguistics.</p> <p>3. Students are able to describe the analysis of discourse in terms of the interactional Sociolinguistics.</p> <p>4. Students are able to citing the study of discourse analysis study of the interactional Sociolinguistics.</p> <p>5. Students are able to explain the meaning of The Ethnography of Communication</p> <p>6. Students are able to explain discourse analysis with a discussion of material The Ethnography of</p>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							Communication. 7. Students are able to citing the study of discourse analysis which has the object of discussion The Ethnography of Communication.
5	Describes the approach to the discourse of the Conversation Analysis and Variation Analysis.	<ol style="list-style-type: none"> 1. Describe the relationship between the Conversation Analysis and Variation Analysis 2. Explaining the sense of Conversation Analysis. 3. Explain discourse analysis with the object of conversation. 4. Give examples of discourse analysis study that examines the conversation. 5. Explain the notion of Variation Analysis. 6. Explain discourse analysis with the object of discussion varied. 7. Give examples of discourse analysis study which has the object of discussion varied. 	Approaches to Discourse	Lecturing, group discussion, do exercise	Schiffrin.1994. <i>Approaches to Discourse</i> . UK: Blackwell. (page 232-333)	2x50'	<ol style="list-style-type: none"> 1. Students are able to describe the relationship between the Conversation Analysis and Variation Analysis 2. Students are able to explaining the sense of Conversation Analysis. 3. Students are able to explain discourse analysis with the object of conversation. 4. Students are able to give examples of discourse analysis study that examines the conversation. 5. Students are able to explain the notion of Variation Analysis. 6. Students are able to explain discourse analysis with the object of discussion varied. 7. Students are able to give examples of discourse analysis study which has the object of discussion varied.
6	Explains the theory of Chomsky and Halliday and the relational context that contribute to Speech Event and its Sociolinguistics value.	<ol style="list-style-type: none"> 1. Describe the theory of Chomsky. 3. Give examples of Chomsky's description. 4. Describe the theory of Halliday. 	Literature as social discourse	Lecturing, group discussion, do exercise, and do assignment.	Fowler, Roger. 1981. <i>Literature as Social Discourse</i> . London:	2x50'	<ol style="list-style-type: none"> 1. Students are able to describe the theory of Chomsky. 3. Students are able to give examples of Chomsky's description. 4. Students are able to describe

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
		5. Give examples of Halliday's description. 6. Explain the application of Chomsky theory in a literary work. 7. Explain the application of Halliday 's theory in a literary work.			Batsford Academic and Educational Ltd. (Page 80-95)		the theory of Halliday. 5. Students are able to give examples of Halliday's description. 6. Students are able to explain the application of Chomsky theory in a literary work. 7. Students are able to explain the application of Halliday 's theory in a literary work.
7-8	Explain the pragmatic meaning in the context of the discourse, the context of the situation in a broader context of feminist theory	1. Explain the notion of Confessional Discourse. 2. Give examples of Confessional Discourse 3. Explain the notion of Discourses of femininity & heterosexuality. 4. Give examples of Discourses of femininity & heterosexuality 5. Explain the notion of Discourse in conflict. Give examples of Discourse in conflict	Feminist Theory and Discourse Theory	Lecturing, group discussion, class discussion	Mills, Sara. 1997. <i>Discourse</i> . New York: Routledge (page 69-91)	2x50'	1. Students are able to explain the notion of Confessional Discourse. 2. Students are able to give examples of Confessional Discourse 3. Students are able to explain the notion of Discourses of femininity & heterosexuality. 4. Students are able to give examples of Discourses of femininity & heterosexuality 5. Students are able to explain the notion of Discourse in conflict. Students are able to give examples of Discourse in conflict
9-10	Explain the meaning of Colonial & Post Colonial Discourse Theory and the notion 'topic', sentential topic, Discourse topic, Relevance and speaking topically, Speaker's	1. Explain the meaning of 'othering' in the discourse and show examples. 2. Explain the meaning of 'challenging othering' in discourse and show examples. • 3. Explain the meaning of '	Colonial & Post Colonial Discourse Theory	Lecturing, group discussion, class discussion	Mills, Sara. 1997. <i>Discourse</i> . New York: Routledge (page 94-114)	2x50'	1. The students are able to explain the meaning of 'othering' in the discourse and show examples. 2. The students are able to explain the meaning of 'challenging othering' in discourse and show

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	topic, boundary markers Topic	Psychoanalysis & Discourse Theory' in discourse and show examples.					examples. The students are able to explain the meaning of ' Psychoanalysis & Discourse Theory' in discourse and show examples.
11	Explaining the meaning of Repetition in intertextuality, Creating identity in interaction, Intertextuality and power, Repetition and constructed dialogue in the intertextuality discourse	<ol style="list-style-type: none"> 1. Explain the meaning of 'Repetition in intertextuality' in the discourse and show examples. 2. Explain the meaning of 'Creating identity in interaction' in discourse and show examples. 3. Explain the meaning of ' Intertextuality and power' in discourse and show examples. 4. Explain the meaning of ' Repetition and constructed dialogue' in discourse and show examples. 	Intertextuality	Lecturing, group discussion, class discussion	Tannen, Deborah. 2007. <i>Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse</i> . USA: University Press Cambridge.	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the meaning of 'Repetition in intertextuality' in the discourse and show examples. 2. The students are able to explain the meaning of 'Creating identity in interaction' in discourse and show examples. 3. The students are able to explain the meaning of ' Intertextuality and power' in discourse and show examples. 4. The students are able to explain the meaning of ' Repetition and constructed dialogue' in discourse and show examples.
12	Explaining the meaning of the description of the context of Repetition in Conversation in a poetics talk	<ol style="list-style-type: none"> 1. Explain the theoretical implications of repetition 2. Explain the repetition in discourse 3. Explain the functions of repetition in conversation 4. Explain the repetition and variation in conversation 	Repetition in conversation: towards poetics talk	Lecturing, group discussion, do exercise	Tannen, Deborah. 2007. <i>Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse</i> .	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the theoretical implications of repetition 2. The students are able to explain the repetition in discourse 3. The students are able to explain the the functions of repetition in conversation and also the repetition and

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
					USA: University Press Cambridge.		variation in conversation.
13	Explaining the construction of the dialogue in a conversation and to understand the unique of the voice people talk	<ol style="list-style-type: none"> 1. Explain the reported speech in a dialogue 2. Explain the dialogue in storytelling 3. Explain the reported criticism in conversation • 4. Explain the reported speech in a constructed dialogue 	Oh, Talking Voice that is so sweet: construction dialogue in a conversation	Lecturing, group discussion, do exercise	Tannen, Deborah. 2007. <i>Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse</i> . USA: University Press Cambridge.	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the the reported speech in a dialogue 2. The students are able to explain the dialogue in storytelling 3. The students are able to explain the reported criticism in conversation and Explain the reported speech in a constructed dialogue.
14	Explaining the Imagination world which are established through imagery and detail	<ol style="list-style-type: none"> 1. Explain the role of details and images in creating involvement 2. Explain the details in conversation 3. Explain the images and details in narrative • 4. Explain the nonnarrative or quasinarrative conversational discourse 	Imagining Worlds: Imagery & detail in conversation	Lecturing, group discussion, do exercise	Tannen, Deborah. 2007. <i>Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse</i> . USA: University Press Cambridge.	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the role of details and images and creating involvement. 2. The students are able to explain the details in conversation 3. The students are able to explain the images and details in narrative and also the nonnarrative or quasinarrative conversational discourse.
15	Explaining the meaning of Critical Discourse Analysis,	<ol style="list-style-type: none"> 1. Explain the meaning of 'Critical Discourse Analysis' in the discourse and show 	Critical Discourse Analysis	Lecturing, group discussion,	Huckin, Thomas. 2005. <i>Critical</i>	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the meaning of 'Critical Discourse Analysis' in

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	How to do critical discourse analysis, and Getting a sense of how CDA works	<p>examples.</p> <p>2. Explain How to do critical discourse analysis and show examples.</p> <ul style="list-style-type: none"> 3. Explain how to getting a sense of how CDA works and show examples. 		do exercise	<p><i>Discourse Analysis in Functional Approaches to Written Text: Classroom Applications</i> by Tom Miller. Washington DC: English Language Programs of United States Information Agency. (page 78-92)</p>		<p>the discourse and show examples.</p> <p>2. The students are able to explain how to do critical discourse analysis and show examples.</p> <p>3. The students are able to explain how to getting a sense of how CDA works and show examples.</p>
16							
17	Explaining the meaning of the Literacy between cognition individual versus social construction; theory of Bakhtin about 'the utterance and speech genres' as well as the social context and genre in the 'new rhetoric'.	<p>1. Explain the meaning of Literacy: individual cognition versus social construction' and show examples.</p> <p>2. Explain the meaning of 'Discourse and text' and show examples.</p> <p>3. Explain the meaning of 'Bakhtin: the utterance and speech genres' and show examples.</p> <ul style="list-style-type: none"> 4. Explain the meaning of 'Social context, genre, and the 'new rhetoric' and show examples. 	Language, Discourse, and Context	Lecturing, group discussion, do exercise, and do assignment.	<p>Locke, Terry.2004. <i>Critical Discourse Analysis</i>. London. New York. Continuum. (page 11-24)</p>	2x50'	<p>1. The students are able to explain the meaning of Literacy: individual cognition versus social construction' and show examples.</p> <p>2. The students are able to explain the meaning of 'Discourse and text' and show examples.</p> <p>3. The students are able to explain the meaning of 'Bakhtin: the utterance and speech genres' and show examples.</p> <p>4. The students are able to</p>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							explain the meaning of 'Social context, genre, and the 'new rhetoric' and show examples.
18	Explaining the meaning of 'Critique as revelation'; 'Critical practice as self-reflexive'; 'Critical practice as socially transformative'	<ol style="list-style-type: none"> 1.Explaining the meaning of 'Critique as revelation' and show the examples. 2. Explaining the meaning of 'Critical practice as self-reflexive' and show the examples. 3.Explaining the meaning of 'Critical practice as socially transformative' and show the examples. 	The Critical Turn: Making Discourse Analysis Critical	Lecturing, group discussion, class discussion	Locke, Terry.2004. <i>Critical Discourse Analysis</i> . London. New York. Continuum. (page 25-39)	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the meaning of 'Critique as revelation' and show the examples. 2. The students are able to explain the meaning of 'Critical practice as self-reflexive' and show the examples. 3.The students are able to explain the meaning of 'Critical practice as socially transformative' and show the examples
19	Describes how much of the linguistic knowledge needed someone to do the CDA ?; and what is useful linguistic knowledge ?; Grammar Hallidayan theory via Fairclough; and alternative categories of James Gee	<ol style="list-style-type: none"> 1.Describe how big the linguistic knowledge needed someone to do the CDA ?; and linguistic knowledge of what is useful? 2. Explain the theory Hallidayan Grammar via Fairclough; and alternative categories of James Gee 3. Explain the relationship between theory and Fairclough James Gee. 	The Question of Metalanguage in CDA	Lecturing, group discussion, do exercise	Locke, Terry.2004. <i>Critical Discourse Analysis</i> . London. New York. Continuum. (page 40-53)	2x50'	<ol style="list-style-type: none"> 1. The students are able to describe how big the linguistic knowledge needed someone to do the CDA ?; and linguistic knowledge of what is useful? 2. The students are able to explain the theory Hallidayan Grammar via Fairclough; and alternative categories of James Gee 3. The students are able to explain the relationship between theory and Fairclough James Gee.
20	Explaining the CDA activities that focus on social practice on the text and on the	<ol style="list-style-type: none"> 1 Explain the focus of the CDA on social practice and show examples. 2. Explain the focus of the CDA 	Analysing: a Print Text and Oral Text	Lecturing, group discussion, do exercise,	Locke, Terry.2004. <i>Critical Discourse</i>	2x50'	<ol style="list-style-type: none"> 1. The students are able to explain the focus of the CDA on social practice and show examples.

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	discourse and practice of how placement in theory and conversation.	in the text and show examples. 3. Explain the placement of theory and practice in conversation and CDA and show examples.		and do assignment.	<i>Analysis.</i> London. New York. Continuum. (page 54-89)		2.The students are able to explain the focus of the CDA in the text and show examples. 3. The students are able to explain the placement of theory and practice in conversation and CDA and show examples.
21	Explaining the analysis of discourse By <i>John Sinclair and Malcolm Coulthard</i> , and also Changing the Guard at Elsinore by <i>Walter Nash</i>		Towards an analysis of discourse <i>John Sinclair and Malcolm Coulthard</i> Changing the Guard at Elsinore <i>Walter Nash</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Analysis.</i> New York: Routledge (p. 1) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature.</i> New York: Routledge (p.21)	2x50'	The students are able to explain the analysis of discourse By <i>John Sinclair and Malcolm Coulthard</i> , and also Changing the Guard at Elsinore by <i>Walter Nash</i>
22	Explaining the significance of intonation in discourse <i>Malcolm Coulthard and Phatic Communion and Fictional Dialogue</i> <i>Paul Simpson</i>		The significance of intonation in discourse <i>Malcolm Coulthard</i> Phatic Communion and	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse</i>	2x50'	The students are able to explain the significance of intonation in discourse by <i>Malcolm Coulthard and Phatic Communion and Fictional Dialogue</i> by

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
			Fictional Dialogue <i>Paul Simpson</i>		<i>Discourse Analysis.</i> New York: Routledge (p.35) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature.</i> New York: Routledge (P.41)		<i>Paul Simpson</i>
23	Explaining the Exchange structure <i>Malcolm Coulthard and David Brazil</i> and also Poetry and Conversation: An Essay in Discourse Analysis <i>Ronald Carter</i>		Exchange structure <i>Malcolm Coulthard and David Brazil</i> Poetry and Conversation: An Essay in Discourse Analysis <i>Ronald Carter</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Discourse Analysis.</i> New York: Routledge (p.50) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature.</i> New York: Routledge	2x50'	The students are able to explain the Exchange structure by <i>Malcolm Coulthard and David Brazil</i> and also Poetry and Conversation: An Essay in Discourse Analysis by <i>Ronald Carter</i>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
					(p.57)		
24	Explaining the Priorities in discourse analysis by <i>John Sinclair</i> and also Polyphony in <i>Hard Times</i> by <i>Roger Fowler</i>		Priorities in discourse analysis <i>John Sinclair</i> Polyphony in <i>Hard Times</i> <i>Roger Fowler</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Discourse Analysis</i> . New York: Routledge (P.79) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.75)	2x50'	The students are able to explain the Priorities in discourse analysis by <i>John Sinclair</i> and also Polyphony in <i>Hard Times</i> by <i>Roger Fowler</i>
25	Explaining a functional description of questions b <i>Amy Tsui</i> and also Dickens's Social Semiotic: The Modal Analysis of Ideological Structure by <i>Jean Jacques Weber</i>		A functional description of questions <i>Amy Tsui</i> Dickens's Social Semiotic: The Modal Analysis of Ideological Structure <i>Jean Jacques Weber</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Discourse Analysis</i> . New York: Routledge (p.89) Carter, Ronald &	2x50'	The students are able to explain a functional description of questions b <i>Amy Tsui</i> and also Dickens's Social Semiotic: The Modal Analysis of Ideological Structure by <i>Jean Jacques Weber</i>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
					Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.93)		
26	Explaining the analysis of Caught in the act: using the rank scale to address problems of delicacy by <i>Dave Willis and also Semantic Relational Structuring in Milton's Areopagitica by Winifred Crombie</i>		Caught in the act: using the rank scale to address problems of delicacy <i>Dave Willis</i> Semantic Relational Structuring in Milton's <i>Areopagitica Winifred Crombie</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Analysis</i> . New York: Routledge (p.111) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.111)	2x50'	The students are able to explain the analysis of Caught in the act: using the rank scale to address problems of delicacy by <i>Dave Willis and also Semantic Relational Structuring in Milton's Areopagitica by Winifred Crombie</i>
27	Explaining the analysis of everyday conversation by <i>Gill Francis and Susan Hunston</i> , and also Discourse-Centred Stylistics: A Way		Analysing everyday conversation <i>Gill Francis and Susan Hunston</i> Discourse-	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse</i>	2x50'	The students are able to explain the analysis of everyday conversation by <i>Gill Francis and Susan Hunston</i> , and also Discourse-Centred Stylistics: A Way Forward

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	Forward by <i>Michael Hoey</i>		Centred Stylistics: A Way Forward <i>Michael Hoey</i>		<i>Discourse Analysis</i> . New York: Routledge (p.123) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.121)		by <i>Michael Hoey</i>
28	Explaining the analysis of Inner and outer: spoken discourse in the language classroom by <i>Jane Willis</i> and also Discourse Analysis and the Analysis of Drama by <i>Mick Short</i>		Inner and outer: spoken discourse in the language classroom <i>Jane Willis</i> Discourse Analysis and the Analysis of Drama <i>Mick Short</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Analysis</i> . New York: Routledge (p. 162) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge	2x50'	The students are able to explain the analysis of Inner and outer: spoken discourse in the language classroom by <i>Jane Willis</i> and also Discourse Analysis and the Analysis of Drama by <i>Mick Short</i>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
					(p.137)		
29	Explaining the analysis of Intonation and feedback in the EFL classroom 183 by <i>Martin Hewings</i> and also Politeness Phenomena in Ionesco's <i>The Lesson</i> by <i>Paul Simpson 169</i>		Intonation and feedback in the EFL classroom 183 <i>Martin Hewings</i> Politeness Phenomena in Ionesco's <i>The Lesson</i> <i>Paul Simpson 169</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Discourse Analysis</i> . New York: Routledge (p.183) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.169)	2x50'	The students are able to explain the analysis of Intonation and feedback in the EFL classroom 183 by <i>Martin Hewings</i> and also Politeness Phenomena in Ionesco's <i>The Lesson</i> by <i>Paul Simpson 169</i>
30	Explaining the analysis of interactive lexis: prominence and paradigms by <i>Mike McCarthy</i> and also analysing Conversation in Fiction: an Example from Joyce's <i>Portrait</i> by <i>Michael Toolan</i>		Interactive lexis: prominence and paradigms <i>Mike McCarthy</i> Analysing Conversation in Fiction: an Example from Joyce's <i>Portrait</i> <i>Michael Toolan</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Discourse Analysis</i> . New York: Routledge (p.197) Carter,	2x50'	The students are able to explain the analysis of interactive lexis: prominence and paradigms by <i>Mike McCarthy</i> and also analysing Conversation in Fiction: an Example from Joyce's <i>Portrait</i> by <i>Michael Toolan</i>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
					Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.193)		
	Explaining the analysis of Forensic discourse analysis by <i>Malcolm Coulthard</i> , <i>Metre and Discourse</i> by <i>John Haynes</i> , and also 'Working Effects with Words'—Whose Words?: Stylistics and Reader Intertextuality by <i>David Birch</i>		Forensic discourse analysis <i>Malcolm Coulthard</i> Metre and Discourse <i>John Haynes</i> 'Working Effects with Words'—Whose Words?: Stylistics and Reader Intertextuality <i>David Birch</i>	Lecturing, group discussion, do exercise, and do assignment.	Coulthard, Malcolm. 2002. <i>Advances in Spoken Discourse Analysis</i> . New York: Routledge (p.242) Carter, Ronald & Paul Simpson. 2005. <i>Language, Discourse, & Literature</i> . New York: Routledge (p.233 & p. 257)	2x50'	The students are able to explain the analysis of analysis of Forensic discourse analysis by <i>Malcolm Coulthard</i> , <i>Metre and Discourse</i> by <i>John Haynes</i> , and also 'Working Effects with Words'—Whose Words?: Stylistics and Reader Intertextuality by <i>David Birch</i>
	Overview		Overview			2x50'	

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	Final Test		Final Test			2x50'	

Assessment

Meetings	Indicator	Assessment forms
2	<ol style="list-style-type: none"> 1. State the meaning of the discourse in terms of ' language above the sentence '. 2. Give an example of a discourse that is based on the ' language above the sentence '. 3. Mention the meaning of discourse in terms of ' language use'. 4. Give an example of a discourse that is based on the ' language use'. 5. Mention the meaning of discourse in terms of ' utterance '. 6. Give an example of a discourse that is based on the sebuah 'utterance '. 	Oral presentation
3	<ol style="list-style-type: none"> 1. Describe the relationship between pragmatic and follow said. 2. Explain the pragmatic sense. 3. Explain discourse analysis in terms of pragmatic side. 4. Give examples of discourse analysis study which investigated from pragmatic side. 5. Explaining the sense of the theory of speech acts. 6. Explain discourse analysis with a discussion of material acts said. 7. Give examples of discourse analysis study which has the object of discussion follow said. 	Oral presentation
4	<ol style="list-style-type: none"> 1. Describe the relationship between social and communication functions in. 2. Explain the meaning of interactional Sociolinguistics. 3. Describe the analysis of discourse in terms of the interactional Sociolinguistics. 4. Citing the study of discourse analysis study of the interactional Sociolinguistics. 5. Explain the meaning of The Ethnography of Communication 6. Explain discourse analysis with a discussion of material The Ethnography of Communication. 7. Citing the study of discourse analysis which has the object of discussion The Ethnography of Communication. 	Oral presentation
5	<ol style="list-style-type: none"> 1. Describe the relationship between the Conversation Analysis and Variation Analysis 2. Explaining the sense of Conversation Analysis. 3. Explain discourse analysis with the object of conversation. 4. Give examples of discourse analysis study that examines the conversation. 5. Explain the notion of Variation Analysis. 6. Explain discourse analysis with the object of discussion varied. 	Oral presentation

Meetings	Indicator	Assessment forms
	7. Give examples of discourse analysis study which has the object of discussion varied.	
6	<ol style="list-style-type: none"> 1. Describe the theory of Chomsky. 3. Give examples of Chomsky's description. 4. Describe the theory of Halliday. 5. Give examples of Halliday's description. 6. Explain the application of Chomsky theory in a literary work. 7. Explain the application of Halliday 's theory in a literary work. 	Oral presentation
7-8	<ol style="list-style-type: none"> 1. Explain the notion of Confessional Discourse. 2. Give examples of Confessional Discourse 3. Explain the notion of Discourses of femininity & heterosexuality. 4. Give examples of Discourses of femininity & heterosexuality 5. Explain the notion of Discourse in conflict. 6. Give examples of Discourse in conflict 	Oral presentation
9-10	<ol style="list-style-type: none"> 1. Explain the meaning of 'othering' in the discourse and show examples. 2. Explain the meaning of 'challenging othering' in discourse and show examples. 3. Explain the meaning of ' Psychoanalysis & Discourse Theory' in discourse and show examples. 	Oral presentation
11	<ol style="list-style-type: none"> 1. Explain the meaning of 'Repetition in intertextuality' in the discourse and show examples. 2. Explain the meaning of 'Creating identity in interaction' in discourse and show examples. 3. Explain the meaning of ' Intertextuality and power' in discourse and show examples. 4. Explain the meaning of ' Repetition and constructed dialogue' in discourse and show examples. 	Oral presentation
12	<ol style="list-style-type: none"> 1. Explain the theoretical implications of repetition 2. Explain the repetition in discourse 3. Explain the functions of repetition in conversation 4. Explain the repetition and variation in conversation 	Oral presentation
13	<ol style="list-style-type: none"> 1. Explain the reported speech in a dialogue 2. Explain the dialogue in storytelling 3. Explain the reported criticism in conversation 4. Explain the reported speech in a constructed dialogue 	Oral performance <i>Performance task</i>
14	<ol style="list-style-type: none"> 1. Explain the role of details and images in creating involvement 2. Explain the details in conversation 3. Explain the images and details in narrative 4. Explain the nonnarrative or quasinarative conversational discourse 	Performance task Project
15	<ol style="list-style-type: none"> 1. Explain the meaning of 'Critical Discourse Analysis' in the discourse and show examples. 2. Explain How to do critical discourse analysis and show examples. 	Group discussion and group report

Meetings	Indicator	Assessment forms
	3. Explain how to getting a sense of how CDA works and show examples.	
17-30	Explaining the linguistics analysis focus in articles of spoken and written discourse analysis	Group presentation

i. Course Evaluation and Development

Calculation of Student Workload

Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Discourse Analysis	170 hours	4 x 1,59= 6,36 ECTS	Even	4 CU x 14 = 54	32 Meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
4 CU	6, 36 ECTS	2100 minutes	2520 minutes	2520 minutes

1. Assessment of PLO

ASSESSMENT OF PROGRAM LEARNING OUTCOMES (PLO)		
COURSE	:	Discourse Analysis
CREDIT	:	4
STUDY PROGRAM	:	English Literature
PERIOD	:	2019/2020
CIASS	:	2016 A
PARTICIPANTS	:	25

PROGRAM LEARNING OUTCOMES	
1	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1)
2	Being able to apply concepts and theories of culture to analyze sociocultural phenomena. (PLO3)
3	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO7)
4	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement. (PLO8)
COURSE LEARNING OUTCOMES	
1	Making use of Discourse Analysis theory to identify, analyze, compare and evaluate information and ideas within texts (PLO1)
2	Being responsible for their critical thinking on a written and spoken text based on its context, speakers, listeners, social strata, social and art criticism (PLO3)
3	Possessing knowledge of methods and strategies in analyzing the text including Written and Spoken text (PLO7)
4	Being able to manage critical thinking in response to the information and ideas ofthe texts in a form of spoken and written (PLO8)

CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	V							
CLO2			V					
CLO3							V	
CLO4								V

ASSESSMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1	V							
CLO 2			V					
CLO 3							V	
CLO4								V

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Excellent	38%		38%				38%	38%
Good	60%		60%				60%	60%
Satisfactory	2%		2%				2%	2%
Failed	0%		0%				0%	0%

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	To develop authentic assessment: Observation Portfolio Journal Interviews Self-assessment/Peer assessment	100

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. To distinguish evaluation, assessment and test;
2. To distinguish between process-oriented assessment and product oriented assessment
3. To explain kinds of authentic assessment

b. End-term tests

1. To develop Listening, speaking, reading and writing assessment for Junior/senior high school

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

6/16/2021

SIKAD : Absen



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PRESENSI KULIAH
Periode 2018/2019 Genap

Mata Kuliah : Discourse Analysis*
Kelas : 2016A
Prodi : S1 Sastra Inggris

Dosen : Lisetyo Ariyanti, S.S., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke																														%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1.	13202154037	ALIF BRIAN NOWNDI	A	H	H	H	H	A	A	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
2.	16020154001	FARIS GUNAWAN	H	H	H	H	H	H	H	H	H	H	A	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
3.	16020154002	REZA MAULANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	16020154006	HANIF HIDAYATULLAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	96.7 %
5.	16020154009	SYAHRIAL ACHMAD AL ISMANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	16020154010	NOFA NURFAIZAH ARDHEVA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	16020154013	MIRANDA MIJIE AISYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	16020154015	FITRI RAHMAWATI ASTIANDANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	16020154016	VIENNA FRANCESCA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	16020154017	SHALASAH TALISTAH	H	H	H	S	H	H	H	H	H	H	A	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
11.	16020154018	AYU NURI FRANSISKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	16020154025	ASFIDYANTI DWI BUNGA MN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	S	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	16020154026	NOR CHASANAH	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	96.7 %
14.	16020154028	AULIA HEGARSARI	H	H	H	A	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
15.	16020154030	BEATRICE OKTAPRIASTUTI	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	96.7 %
16.	16020154031	GERHARD JONATHAN MANULLANG	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	16020154032	ROSYAD MAHASIN MIRANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
18.	16020154034	PALLUPI PARAMARITA EFFENDI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	16020154035	NINDYA YUNITA ARDYANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	16020154036	KHOIRUR RIZKY PRIMANDA	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	96.7 %
21.	16020154037	VANESA ELFIERA AGRESRI RAMADHAN	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	96.7 %
22.	16020154038	ATU FITRAWATI	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	96.7 %
23.	16020154039	RIZKY FAJARANI BAHAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
24.	16020154041	ERLANGGA PANJI MAHARDIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
25.	16020154042	YHEDHIDA RUHAMA BR. HUTAPEA	H	H	H	H	H	A	H	A	H	H	H	H	S	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
Tanda Tangan Dosen / Asisten																																	

b. Sample of Course Log Book

6/16/2021

SIAKADU: Cetak Jurnal Perkuliahan



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Aktivitas Perkuliahan

Nama Matakuliah : Discourse Analysis* Dosen : LISETYO ARIYANTI (198104242005012001)

Kelas : 2016A

Jadwal & Ruang : T04.03.08 (08.40 - 10.20) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	30-01-2019	Pertemuan ke 1	Introduction to course: plan of the course	24	Terjadwal	Lisetyo Ariyanti
2	31-01-2019	Pertemuan ke 2	Definition of Discourse	25	Terjadwal	Lisetyo Ariyanti
3	04-02-2019	Pertemuan ke 3	Approaches to Discourse : Speech Acts and Pragmatics	25	Terjadwal	Lisetyo Ariyanti
4	07-02-2019	Pertemuan ke 4	Approaches to Discourse : Sociolinguistics and Ethnography of Communication	22	Terjadwal	Lisetyo Ariyanti
5	11-02-2019	Pertemuan ke 5	Approaches to Discourse: Conversation Analysis and Variation Analysis	25	Terjadwal	Lisetyo Ariyanti
6	14-02-2019	Pertemuan ke 6	Literature as Social Discourse	25	Terjadwal	Lisetyo Ariyanti
7	18-02-2019	Pertemuan ke 7	Feminist Discourse and Discourse Theory	23	Terjadwal	Lisetyo Ariyanti
8	21-02-2019	Pertemuan ke 8	Feminist Discourse and Discourse Theory	24	Terjadwal	Lisetyo Ariyanti
9	25-02-2019	Pertemuan ke 9	Colonial and Postcolonial Discourse Theory	24	Terjadwal	Lisetyo Ariyanti
10	28-02-2019	Pertemuan ke 10	Colonial and Postcolonial Discourse Theory	25	Terjadwal	Lisetyo Ariyanti
11	04-03-2019	Pertemuan ke 11	Intertextuality	24	Terjadwal	Lisetyo Ariyanti
12	08-03-2019	Pertemuan ke 12	Repetition in conversation: poetics talk	24	Terjadwal	Lisetyo Ariyanti
13	11-03-2019	Pertemuan ke 13	Oh, Talking Voice that is so sweet: construction dialogue in a conversation	23	Terjadwal	Lisetyo Ariyanti
14	14-03-2019	Pertemuan ke 14	Imagining Worlds: Imagery & detail in conversation	25	Terjadwal	Lisetyo Ariyanti
15	18-03-2019	Pertemuan ke 15	Critical Discourse Analysis	21	Terjadwal	Lisetyo Ariyanti
16	21-03-2019	Pertemuan ke 16	Midterm test	19	Terjadwal	Lisetyo Ariyanti
17	25-03-2019	Pertemuan ke 17	Language, Discourse, and Context	25	Terjadwal	Lisetyo Ariyanti
18	28-03-2019	Pertemuan ke 18	The Critical Turn: Making Discourse Analysis Critical	25	Terjadwal	Lisetyo Ariyanti
19	01-04-2019	Pertemuan ke 19	The Question of Metalanguage in CDA	25	Terjadwal	Lisetyo Ariyanti
20	05-04-2019	Pertemuan ke 20	Analyzing: a Print Text and Oral Text	25	Ganti	Lisetyo Ariyanti
21	08-04-2019	Pertemuan ke 21	1. Towards an analysis of discourse John Sinclair and Malcolm Coulthard2. Changing the Guard at ElsinoreWalter Nash	25	Terjadwal	Lisetyo Ariyanti
22	11-04-2019	Pertemuan ke 22	The significance of intonation in discourse <i>Malcolm Coulthard</i> Phatic Communion and Fictional Dialogue <i>Paul Simpson</i>	25	Terjadwal	Lisetyo Ariyanti
23	15-04-2019	Pertemuan ke 23	Exchange structure <i>Malcolm Coulthard and David Brazil</i> Poetry and Conversation: An Essay in Discourse Analysis <i>Ronald Carter</i>	25	Terjadwal	Lisetyo Ariyanti

https://siakadu.unesa.ac.id/409081bc-566a-30fe-a87f-b2620cdd0f4.aspx?id=a5ef94d0-46ae-353e-8fa7-053be6553610&cetak_jurnal=1

1/2

SIAKADU: Cetak Jurnal Perkuliahan

24	18-04-2019	Pertemuan ke 24	Priorities in discourse analysis <i>John Sinclair</i> Polyphony in <i>Hard Times</i> <i>Roger Fowler</i>	25	Terjadwal	Lisetyo Ariyanti
25	22-04-2019	Pertemuan ke 25	A functional description of questions <i>Amy Tsui</i> Dickens's Social Semiotic: The Modal Analysis of Ideological Structure <i>Jean Jacques Weber</i>	25	Terjadwal	Lisetyo Ariyanti
26	25-04-2019	Pertemuan ke 26	Caught in the act: using the rank scale to address problems of delicacy <i>Dave Willis</i> Semantic Relational Structuring in Milton's <i>Areopagitica</i> <i>Winifred Crombie</i>	25	Terjadwal	Lisetyo Ariyanti
27	29-04-2019	Pertemuan ke 27	Analysing everyday conversation <i>Gill Francis and Susan Hunston</i> Discourse-Centred Stylistics: A Way Forward <i>Michael Hoey</i>	25	Terjadwal	Lisetyo Ariyanti
28	02-05-2019	Pertemuan ke 28	Inner and outer: spoken discourse in the language classroom <i>Jane Willis</i> Discourse Analysis and the Analysis of Drama <i>Mick Short</i>	25	Terjadwal	Lisetyo Ariyanti
29	06-05-2019	Pertemuan ke 29	Intonation and feedback in the EFL classroom 183 <i>Martin Hewings</i> Politeness Phenomena in Ionesco's <i>The Lesson</i> <i>Paul Simpson 169</i>	25	Terjadwal	Lisetyo Ariyanti
30	09-05-2019	Pertemuan ke 30	Forensic discourse analysis <i>Malcolm Coulthard</i> Metre and Discourse <i>John Haynes</i> 'Working Effects with Words'—Whose Words?: Stylistics and Reader Intertextuality <i>David Birch</i>	25	Terjadwal	Lisetyo Ariyanti

c. Sample of Assignment:

DISCOURSE ANALYSIS ASSIGNMENT

INSTRUCTIONS:

1. Work with your group member and discuss the article entitled The Use of Presupposition in Business Model Canvas of *Start Friday's* Website Content.
2. Put the result in this table:

Title	The Use of Presupposition in Business Model Canvas of <i>Start Friday's</i> Website Content
Research Questions	
Theories that are used by the researcher	
Methodology	
Example of data analysis in answering each research questions	
Result of data analysis	

d. Sample of Mid-term Test



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UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH : DISCOURSE ANALYSIS
KODE MATA KULIAH : 2094214045
JUMLAH SKS : 2 SKS
PRODI / ANGKATAN : SAstra INGGRIS/2016
HARI / TANGGAL : SELASA/25 MARET 2018
ALOKASI WAKTU : 60 MENIT
DOSEN : TIM

Answer the following questions:

1. What do you know about Confessional Discourse?
2. What do women do in their Confessional Discourse?
3. How do the women raise their goal/power through Confessional Discourse?
4. Give an example of Confessional Discourse in your real life around you, and then compare

it with the extract by Alice Thornton (Discourse, Sara Mills, 1997)

To see the way in which feminist discourse theory has modified Foucault's theorising of the workings of the confessional, let us consider this extract from the diary of a seventeenth-century woman, Alice Thornton who writes after the death of her newly born son:

1658: The weakness of my body continued so great and long after my hard childbirth of my son that it brought me almost into a consumption, not expecting for many days together that I should at all recover. And when it was done, I was lame almost a quarter of a year of my left knee, that I got in my labour. But it was nothing to that which I have deserved from the hand of God if he, in much mercy, had not spared my life. The Lord make me truly remember his goodness and that I may never forget this above all, his mighty and stretched-out hand of deliverances to me, his poor creature, that I may extol and praise the Lord with all my soul and never let go my hope from the God of my salvation, but live the remainder of the life he gives me to his honour and glory.

(Thornton cited in Graham et al., 1989: 154)

Rubrik Penilaian

No	Kriteria	Bobot	Skor				Jumlah
			1	2	3	4	
1	Pengertian evaluasi pembelajaran dijelaskan dengan tepat	1					
2	Tujuan Utama evaluasi pembelajaran dijelaskan dengan tepat	1					
3	Pengertian penilaian dalam kurikulum 2013 dijelaskan dengan tepat	2					
4	Bentuk dan instrument kompetensi sikap disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi pengetahuan disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi ketrampilan disebutkan dengan tepat	2					
Jumlah							
Nilai Akhir (Jumlah :40) x 100							

Keterangan:

Skor 4 : Penjelasan lengkap dan tepat.
Skor 3 : Penjelasan lengkap dan kurang tepat.
Skor 2 : Penjelasan kurang lengkap dan kurang tepat
Skor 1 : Penjelasan tidak lengkap.

1



2



Sample of End-term Test



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
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UJIAN AKHIR SEMESTER GENAP 2018/2019

MATA KULIAH : DISCOURSE ANALYSIS
KODE MATA KULIAH : 2094214045
JUMLAH SKS : 2 SKS
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HARI / TANGGAL : SELASA/25 MEI 2018
ALOKASI WAKTU : 60 MENIT
DOSEN : TIM

Instructions:

- A. Check statement of these experts:
 - a. Chomsky
 - b. Halliday
 - c. Jacobson
 - d. Austin
- B. Do these tasks:
 1. Determine their theory.
 2. What is their example that support their theory?
 3. How do those people explain the analysis of that theory?
- C. Each students has one expert's statement to be explained based on the tasks in B.

No	Student	Linguists	No	Student	Linguists
1	Alif	Chomsky	14	Anlia	Jacobson
2	Faris	Halliday	15	Beatrice	Chomsky
3	Reza	Jacobson	16	Gerhard	Halliday
4	Haniif	Austin	17	Rosvad	Jacobson
5	Syahnal	Chomsky	18	Palupi	Austin
6	Nova	Halliday	19	Nindya	Chomsky
7	Miranda	Jacobson	20	Khourur	Halliday
8	Fini	Chomsky	21	Vanesa	Jacobson
9	Vienna	Halliday	22	Ayu	Chomsky
10	Shalajah	Jacobson	23	Rizky	Halliday
11	Ayu Nuri	Austin	24	Erlangga	Jacobson
12	Asliidyanti	Chomsky	25	Yhedida	Austin
13	Nor Chasanah	Halliday			

Rubrik Penilaian

No	Kriteria	Bobot	Skor				Jumlah
			1	2	3	4	
1	Pengertian evaluasi pembelajaran dijelaskan dengan tepat	1					
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3	Pengertian penilaian dalam kurikulum 2013 dijelaskan dengan tepat	2					
4	Bentuk dan instrument kompetensi sikap disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi pengetahuan disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi keterampilan disebutkan dengan tepat	2					
Jumlah							
Nilai Akhir (Jumlah :40) x 100							

Keterangan:

- Skor 4 : Penjelasan lengkap dan tepat.
Skor 3 : Penjelasan lengkap dan kurang tepat.
Skor 2 : Penjelasan kurang lengkap dan kurang tepat.
Skor 1 : Penjelasan tidak lengkap.



e. Sample of of Student’s Answer to Assignment, Mid-term, and End-term Test

Discourse Analysis 2016 A

Group Member:

1. Shalash Talistah 16020154017
2. Aulia Hegarsari 16020154028
3. Beatrice Oktapriastuti 16020154030

Title	The Use of Presupposition in Business Model Canvas of <i>Start Friday's</i> Website Content
Research Questions	<ol style="list-style-type: none"> 1. What are types of presuppositions in description sentences of Start Friday's website content? 2. How those presuppositions are given pragmatics function of presupposition in advertising language? 3. How those presupposed meanings and pragmatics function reveal the elements of Business Model Canvas (BMC) as the part of business context?
Theories that are used by the researcher	Presuppositions Pragmatics Functions
Methodology	<p>Descriptive qualitative and the method included several points:</p> <ol style="list-style-type: none"> 1. The research design 2. The research object 3. The data and source data 4. The data collection technique and research 5. The data collection procedure 6. The data analysis
Example of data analysis in answering each research questions	The researcher presented the data analysis for research question number 1 (RQ 1) in the form of table then she explained the RQ 2 using a diagrams to show each pragmatics function and its presupposition. Whilst for RQ 3 the data analysis presented with the researcher's explication and opinion based on the data that has been gathered.
Result of data analysis	<ol style="list-style-type: none"> 1. Three types of presuppositions in this research have their own role within the advertisement text. Each type brings significant function due to the research questions. Hence, these types want to bring the advertisement into a brevity form, preserve the existence, encourage the persuasive intention of the customers and explore the fact quality of the service. 2. In summary, the result of the second research questions has to deal with the language used in advertisement field by using presuppositions and pragmatics function. 3. Through presupposition and pragmatic functions, the researcher can discover the presupposed meaning in which belongs to the seven elements of BMC.

Review:

Based on the comments made in the students work, the task of this grouped is marked 80 (Good)

Sample of Mid test answer

AULIA HEGARSARI

16020154028

UTS Discourse analysis

1. What do you know about 'Confessional Discourse'?
2. What do the women do in 'Confessional Discourse'?
3. How do the women raise their goal/power through Confessional Discourse?
4. Give an example of Confessional Discourse in your real life around you, and then compare it with the sample extract on page 83 by Alice Thornton (Sara Mills').

The Answers:

1. Confessional Discourse is one of discourse that regard to the way of disciplining society which is important for feminist theorists. In the middle of the century, to encourage citizens to obey the rules, then imposed penalties on individuals who commit social deviations. Like tortured and mutilated. Currently it is no longer valid, because Foucault revealed punishment by confession way. It is same with psychoanalytic therapy, whereby the subject internalized the problem as her own in the process of telling the therapist about her difficulties. The subject is turned into a 'case' in the process of inserting herself into the psychoanalytic confessional discourse.
2. In the confessional, the women can tell everything that make her emotional appear in the therapist. For example, Societal demands for certain types of body shape and certain types of compliant behavior from women may result in behavior such as anorexia, bulimia, depression and outbursts of anger, all of which may be classified by a therapist as aberrant.
3. Many women can raise their goal and have seen the process of 'confessing', thus locating oneself within a larger interest group or political group (such as feminists, or working-class women or lesbian women), as one whereby a certain amount of resistance to oppression may be generated.
4. I have ever read the story that belongs to my friend, of course a girl. She wrote the story for one of project assignment in the class. Then, I am as a person that responsibility to collect the stories. According to the story, in the past, this girl has complete family and come from a quite rich family. A family that has forgotten the existence of God in their 'up' condition (heyday). She was insecure and unhappy when stay at home. This is because her parents were always fighting and giving their frustration to her. This girl who live with her grandmother who always calm her in the hectic situation. She wrote that one day her grandmother was suddenly die, it makes her feel so bad. Moreover, the financial condition of her family was in a trouble, her father was in debt. Her parents could not accept this condition. Her mother planned to kill herself. She also state that it was like punishment from God to her and her parents. Then the girl try to come to the God, she is pray and ask about her condition life every day. And then, because of the God's mercy her family still get the chance to continue their life until this day. Now, she is living with the peaceful family situation which always be grateful.

I write this story is without any mean for 'the girl', I just think that this story is related with the confession discourse, since 'the girl' as a subject here has bad things experienced. If it is compared with Alice's note, they have the same event on the last story which is "Everything will always have to do with God and will return to God." Then, condition of 'the girl' and Alice are better right now. Just be a grateful to the God in every moment in this life, whether it is good or bad.

Sample of Final test answer

Halliday

Halliday argued the key to language development lay in how children attribute "meaning" to elements in their environment. In contrast to Chomsky and his followers, who advocated an inherent universal human grammar, Halliday developed a theory of language based on a system of choices. The results were Halliday's models of systemic functional grammar and systemic functional linguistics. His approach remains a strong influence on the field of descriptive linguistics and on teacher training curriculum across the world today. An unexpected opportunity to demonstrate his theories arose on his resignation from the University of London to take up a post at the University of British Columbia in Vancouver.

Holliday's strongest believe is that language will occur naturally based on the context and the situation of which it is being used. There are 8 functions of language stated by Halliday, Instrumental, Regulatory, Interactional, Personal, Heuristic, Imaginative, and Informative. Instrumental is the language used to satisfied needs example when you ask your mom to buy a food for you. Second is regulatory, this is the language used to control behavior, feelings, or attitudes of others, example when you ask to your sister to stop screaming without reason in the midnight. Interactional is the language used in social interaction and to get along with others, for example the language that you use when you hang out with your friends.

Next is personal, this is the language used to talk about oneself and express individuality, example when you try to state to give your opinion about someone's character, or how do you feel about someone. Heuristic is the language used to seek information and test knowledge, the example is how you react when a scary dog run toward on you. The next is imaginative, this language used make believe, tell story, and tell jokes, for an example is when someone tell a story about how beautiful a scenery is , it means he uses imaginative function. Next function is as representational or informative, this is a language used to provide information and facts, the example of this is when you listen to the reporter on tv when they deliver some events.

SHALASAH TALISTA 16020154017

Jakobson's model of the functions of language distinguishes six elements or factors of communication, that are necessary for communication to occur:

1. Context
2. Addresser (sender)
3. Addressee (receiver)
4. Contact
5. Common code
6. Message

Each factor is the focal point of a relation, or function, that operates between the message and the factor¹. The functions are the following, in order:

1. Referential ("The Earth is round")
The referential function is oriented toward the context (the dominant function in a message like 'Water boils at 100 degrees').
2. Emotive ("Yuck!")
The emotive function is oriented toward the addresser (as in the interjections 'Bah!' and 'Oh!').
3. Conative ("Come here")
The conative function is oriented toward the addressee (imperatives and apostrophes).
4. Phatic ("Hello?")
The phatic function serves to establish, prolong or discontinue communication [or confirm whether the contact is still there] (as in 'Hello?').
5. Metalingual ("What do you mean by 'krill'?")
The metalingual function is used to establish mutual agreement on the code (for example, a definition).
6. Poetic ("Smurf")
The poetic function (e.g., 'Smurf'), puts 'the focus on the message for its own sake'.

When we analyze the functions of language for a given unit (such as a word, a text or an image), we specify to which class or type it belongs (e.g., a textual or pictorial genre), which functions are present/absent, and the characteristics of these functions, including the hierarchical relations and any other relations that may operate between them². The

¹ Louis Hébert (2011), « The Functions of Language », in Louis Hébert (dir.), *Signo* [online], Rimouski (Quebec), <http://www.signosemio.com/jakobson/functions-of-language.asp>.

² *Ibid*

given unit was identified and classified in order to make it becomes well-understood especially the types of language functions contained in the unit. Then, the result of language functions analysis was interpreted based on Jakobson's theory.

According to Jakobson, any act of verbal communication is composed of six elements, or factors (the terms of the model): (1) a context (the co-text, that is, the other verbal signs in the same message, and the world in which the message takes place), (2) an addresser (a sender, or enunciator), (3) an addressee (a receiver, or enunciatee), (4) a contact between an addresser and addressee, (5) a common code and (6) a message.

Each factor is the focal point of an oriented relation, or function, that operates between the message and the factor. This yields six functions:

Factors of communication and functions of language

Target factor and function no.	TARGET FACTOR	SOURCE FACTOR	FUNCTION
1	Context	Message	Referential
2	Addresser	Message	Emotive
3	Addressee	Message	Conative
4	Contact	Message	Phatic
5	Code	Message	Metalingual
6	Message	Message	Poetic



Source: <https://www.elcomblus.com/functions-of-language-by-roman-jakobson/>

SYAHRIAL ACHMAD AL IMAMI 16020154009

Chomsky's theory in Literature as Social Discourse

1. Chomsky states that linguistics is the study of sentences. Chomsky also believes that the sentence itself was a syntactic constructs which responsible to pairing semantic interpretations with phonetic representations. So, linguistics deals with the meaning of a sentence and the representation of the sound. Because if we look only at the structure, several sentences with different structures tend to have the same semantic interpretation. The sentences are grammatically different but represent the same meaning. For instance, the passive voice and active voice, sentences in the passive voice will have different structure from the active voice, but can be interpreted with the same meaning.
2. The example of Chomsky's theory that will support it is that active and passive voice. In those terms, they have the same meaning but different structure. Even, they are used in different situation. For example, "Mary cut the grass" and "the grass was cut by Mary". They are said by different ways in talking but actually the meaning is the same. The statement of Marry cut the grass is used to answer the question what did Mary do. In contrary, grass was cut by Mary is used to answer the question what happened to the grass. This passive form such a deletion of the subject like the grass was cut. This will raise some questions about the reference of the statement. Thus, passive and active forms are not the part of syntactic variation but semantic variation (the study of meaning).

3. Chomsky use active and passive sentences to clarify his theory. Active and passive voice contains different structure but they still embody the same meaning. The interpretation from both sentences is same, what happened to the object and what is the subject do.

HANIF HIDAYATULLAH 16020154006

According to Austin, speech acts are divided into constative and performative utterances, and constative on the letter, where each utterances is three acts of language. They are locutionary acts (utterance in words and sound of English), propositional acts (attributing properties to a referent outside of language), and illocutionary acts (actions of stating, promising, questioning, etc.)

In his book of 'How do things with words' Austin clearly talks about the disparities between the constative and performative utterances. A constative utterances is something which describes or denotes the situation, in relation with the fact of true or false. For example, the teacher asked Olivia whether she had stolen the candy. Olivia replies "mmmmmm". Here the utterances of Olivia describes the event in pact of answering her teacher whether the situation was true or false. A performative utterances is something which do not describes anything at all. The utterances in the sentences or in the part of sentences are normally considered as having a meaning of its own. The feelings, attitudes, emotions and thoughts of the person performing linguistic act are much of a principal unit here. For instance, Bane and Sarah have been dating for the past four years. One fine evening Bane took Sarah to the most expensive restaurant in town. And he ordered the most expensive wine available in the restaurant. Then he moved closer to her and asked her that " will you marry me?". Sarah burst with contentment and replied "I will". Here the "I will" of Sarah express her feelings, attitudes and emotional towards the context. This utterances have its specific meaning only in relation to it specific context.

Further, Austin divides his linguistic act into three different categories. They are; Locutionary act - this is the act of saying something. It has a meaning and it creates an understandable utterly to convey or express; Illocutionary act - it is performed as an act of saying something or as an act of opposed to saying something. The illocutionary utterance has a certain force of it. It well well-versed with certain tones, attitudes, feelings, or emotions. There will be an intention of the speaker or others in illocutionary utterance. It is often used as a tone of warning in day today life; Perlocutionary act - it normally creates a sense of consequential effects on the audiences. The effects may be in the form of thoughts, imaginations, feelings or emotions. The effect upon the addressee is the main charactership of perlocutionary utterances. For example, the locutionary act describes a dangerous situation, the illocutionary act acts as a force of the warning and perlocutionary acts frighten the addressee.