ENGLISH EDUCATION STUDIES
DEPARTMENT OF ENGLISH EDUCATION
INDONESIA UNIVERSITY OF EDUCATION

Course: Discourse Analysis
Code: IG 525
Credit: 2 Chs
Instructor: Didi Suherdi, Dr., M. Ed.

Goals:
At the end of the semester, students are able:
1. To master the theory of discourse, discourse analysis, and classroom discourse analysis.
2. To analyze classroom discourse using systemiotic approach.

Contents:
This course is designed to introduce students to discourse analysis and its implication in understanding discourse in their daily, professional, and academic life. This course will provide theoretical, practical, and hands on experience in analyzing discourses that will help them to participate in their profession effectively.

Course Requirements
Students are required to have at least 80% attendance, complete all assignments, and actively participate in the classroom discussion.

Evaluation:

1. Minimum 80% of attendance is a pre-requisite
2. Engagement in classroom activities: 30 Points
3. Presentation: 30 Points
4. Paper (in Mid and Final Examination): 40 Points

Grading:
- 90-100 A
- 75-89 B
- 60-74 C
- 50-59 D

References:


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<td>1</td>
<td>Introduction: Current issues, problems and challenges in classroom discourse study</td>
<td>Students can identify and discuss current issues, problems and challenges in classroom discourse study</td>
<td>1. Eliciting students’ knowledge of the current issues and problems in classroom discourse study</td>
<td>In-process participation Presentation</td>
<td>5, 6, 2, 9</td>
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| 2-3 | Definitions of discourse, classroom discourse, and classroom discourse analysis | Students have sufficient knowledge of definitions of discourse, classroom discourse, and classroom discourse analysis | 1. Eliciting students’ knowledge of the Definitions of discourse, classroom discourse, and classroom discourse analysis  
2. Invite students to give critical contribution to discussions on the issues and problems through SLOPE | In-process participation Presentation | 2 (9), 6, 9 | 4, 1, |
| 4-5 | Approaches to the classroom discourse analysis | Students have sufficient knowledge of approaches to classroom discourse analysis | 1. Eliciting students’ knowledge of the approaches to classroom discourse analysis  
2. Invite students to give critical contribution to through SLOPE | In-process participation Presentation | 1, 3, 5 | 4 |
<p>| 6 | Structure of classroom discourse | Students can discuss structure of classroom discourse | 1. Eliciting students’ knowledge of structure of classroom discourse | In-process participation Presentation | 1, 2, 4, 5, 6 | 4 |</p>
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<td>7-8</td>
<td>1.</td>
<td>Eliciting students’ knowledge of Systemiotic approach to classroom discourse analysis</td>
<td>Students can contribute to discussions on systemiotic approach to classroom discourse analysis</td>
<td>1. Eliciting students’ knowledge of Systemiotic approach to classroom discourse analysis 2. Invite students to give critical contribution to through SLOPE</td>
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<td>Invite students to give critical contribution to through SLOPE</td>
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<td>10-11</td>
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<td>Eliciting students’ knowledge of classroom characteristics focusing on interaction patterns</td>
<td>Students can develop a classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns</td>
<td>1. Eliciting students’ knowledge of classroom characteristics focusing on interaction patterns 2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns</td>
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<td>2.</td>
<td>Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns</td>
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<td>12-13</td>
<td>1.</td>
<td>Eliciting students’ knowledge of classroom characteristics focusing on interaction patterns</td>
<td>Students can develop a classroom discourse analysis in understanding classroom characteristics focusing on interaction patterns</td>
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<td></td>
<td>2.</td>
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| Applying classroom discourse analysis in understanding classroom characteristics focusing on students’ contributions | Students can develop classroom discourse analysis in understanding classroom characteristics focusing on student’s language | 1. Eliciting students’ knowledge of classroom characteristics focusing on student’s language  
2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on student’s language |
| --- | --- | --- |
| discourse analysis in understanding classroom characteristics focusing on language used by teachers | classroom discourse analysis in understanding classroom characteristics focusing on teacher’s language | knowledge of classroom characteristics focusing on teacher’s language  
2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on teacher’s language |
| Applying classroom discourse analysis in understanding classroom characteristics focusing on students’ contributions | Students can develop classroom discourse analysis in understanding classroom characteristics focusing on student’s language | 1. Eliciting students’ knowledge of classroom characteristics focusing on student’s language  
2. Invite students to develop a classroom discourse analysis in understanding classroom characteristics focusing on student’s language |
| 14-15 | Interpreting the results of classroom discourse analysis | Students can interpret the results of classroom discourse analysis | 1. Eliciting students’ exercises in interpreting the results of classroom discourse analysis  
2. Invite students to interpret sets of evaluation results | In-process participation Presentation | 1, 2, 3, 4, 5 | 5 |
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