



# UNIVERSITAS MUHAMMADIYAH METRO

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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**MATA KULIAH** : DISCOURSE ANALYSIS  
**JUMLAH SKS** : 2  
**SEMESTER** : 6  
**DOSEN** : DEDY SUBANDOWO, M.A.

1. Course Description: This course enables the students to understand the nature of discourse, types of it, and choose an appropriate tool to analyze it.
2. Course Objective: At the end of the semester, the students are expected to understand the scopes of discourse analysis and 2) to be able to analyze language use in a wide range of discourse types.

## 10 .Weekly Teaching Processes

<b>Weeks</b>	<b>Topics</b>	<b>Sub-topics</b>
1	COURSE AGREEMENT (KONTRAK KULIAH)	COURSE MATERIALS
2	INTRODUCTION	<ul style="list-style-type: none"><li>• LANGUAGE AS SAYING, DOING AND BEING</li><li>• LANGUAGE AND "POLITICS"</li><li>• TWO FORMS OF DISCOURSE ANALYSIS,</li></ul>

		DESCRIPTIVE AND “CRITICAL”
3	BUILDING TASKS	<ul style="list-style-type: none"> <li>• BUILDING THINGS THROUGH LANGUAGE</li> <li>• AN EXAMPLE</li> </ul>
4	TOOLS OF INQUIRY AND DISCOURSES	<ul style="list-style-type: none"> <li>• TOOLS</li> <li>• DISCOURSES: WHOS AND WHATS</li> <li>• “REAL INDIANS”</li> <li>• DISCOURSES (WITH BIG “D”)</li> <li>• DISCOURSES ARE NOT “UNITS” WITH CLEAR BOUNDARIES</li> <li>• DISCOURSES AS KITS</li> </ul>
5	SOCIAL LANGUAGES, CONVERSATIONS, AND INTERTEXTUALITY	<ul style="list-style-type: none"> <li>• WHOS-DOING-WHATS IN LANGUAGE</li> <li>• SOCIAL LANGUAGE</li> <li>• TWO ASPECTS OF GRAMMAR</li> <li>• AN EXAMPLE</li> <li>• BIG “C” CONVERSATION</li> <li>• INTERTEXTUALITY</li> <li>• SOCIAL LANGUAGES, CONVERSATIONS, INTERTEXTUALITY, AND DISCOURSES AS TOOLS OF INQUIRY</li> </ul>
6	<b>MIDDLE TEST</b>	
7	FORM-FUNCTION CORRELATIONS, SITUATED MEANINGS, AND FIGURED WORLDS	<ul style="list-style-type: none"> <li>• MEANING</li> <li>• FORM-FUNCTION CORRELATIONS</li> </ul>

		<ul style="list-style-type: none"> <li>• SITUATED MEANING</li> <li>• THE FRAME PROBLEM</li> <li>• CRITICAL DISCOURSE ANALYSIS</li> <li>• FIGURED WORLDS</li> <li>• FORM-FUNCTION CORRELATIONS , SITUATED MEANINGS, AND FIGURED WORLDS ARE TOOLS OF INQUIRY</li> </ul>
8	MORE ON FIGURED WORLDS	<ul style="list-style-type: none"> <li>• FIGURED WORLDS</li> <li>• SIMULATION IN THE MINDS</li> <li>• ALL MEANING IS LOCAL</li> <li>• FIGURED WORLD IN ACTION: MIDDLE-CLASS PARENTING</li> <li>• FIGURED WORLD IN CONFLICT</li> <li>• DIFFERENT SORTS AND USES OF FIGURED WORLDS</li> <li>• FIGURED WORLD CAN BE PARTIAL AND INCONSISTENT</li> <li>• FIGURED WORLDS AS TOOLS OF INQUIRY</li> </ul>
9	CONTEXT	<ul style="list-style-type: none"> <li>• CONTEXT AND REFLEXIVITY</li> <li>• CONTEXT AND THE BUILDING TASKS</li> <li>• SITUATED MEANINGS AND FIGURED WORLDS</li> </ul>

		<p>REVISITED</p> <ul style="list-style-type: none"> <li>• AN EXAMPLE</li> <li>• SOCIAL LANGUAGES AND DISCOURSES REVISITED</li> <li>• AN EXAMPLE</li> <li>• INTERTEXTUALITY AND CONVERSATIONS</li> <li>• AN EXAMPLE</li> </ul>
10	DISCOURSE ANALYSIS	<ul style="list-style-type: none"> <li>• TRANSCRIPTION</li> <li>• AN "IDEAL" DISCOURSE ANALYSIS</li> <li>• VALIDITY</li> <li>• STARTING TO DO DISCOURSE ANALYSES</li> </ul>
11	PROCESSING AND ORGANIZING LANGUAGE	<ul style="list-style-type: none"> <li>• SPEECH IS PRODUCED IN SMALL SPURTS</li> <li>• FUNCTION WORDS AND CONTENT WORDS</li> <li>• INFORMATION</li> <li>• STRESS AND INTONATION</li> <li>• LINES</li> <li>• STANZAS</li> <li>• MACROSTRUCTURE</li> <li>• MACRO-LINES</li> <li>• HOW MEANING IS "CARVED UP"</li> </ul>
12	<b>FINAL TEST</b>	

### **3. Evaluation**

Final Mark will be awarded based on:

- a. Classroom Participation: 15%
- b. Assignments/Progress Tests: 15%
- c. Mid-Term test: 30%
- d. Final Test: 40%
- e. Students with attendance less than 80% are not entitled to a grade.

### **4. References**

- Brown, Gilian & George Yule. 1983. *Discourse Analysis*. Cambridge: CUP
- Gee, James Paul. 1999. *An Introduction to Discourse Analysis, Theory and Method*. New York: Routledge.