

- Name of Course:** Discourse Analysis – Worlds of Literacy and the English Language (M.Ed.)  
(ניתוח השיח: אוריינות והשפה האנגלית (תואר שני))
- Name of Teacher:** Dr. Valerie S. Jakar
- Number of Hours:** Four hours weekly for one semester
- Type of Course:** Interactive lecture (first year, compulsory, seminar option)
- Course Description:** This course introduces students to the investigation of relationships between linguistic systems of written English language and contexts of use. A brief exploration of the history and the geography of English and its spread via the written word will reveal a rich tapestry of significant events and situations which reflect change and development in the world up until this very day. Following a review of approaches to, and ways to analyze discourse, students will be exposed to a wide range of texts and text types, giving them the opportunity to investigate literacy events which pertain to education, English Language Teaching and digital resources. The course includes online modules.
- Course Objectives:**
1. Students will become familiar with a range of discourse types and the tools to analyse language in a variety of ways in order to investigate aspects of literacy as they pertain to educational situations.
  2. Students will appreciate the richness of the English language through examination and analysis of discourse covering a broad range of genres.
  3. Students will have the option to write a seminar paper on

their topic of choice.

**Course Outline:**

The following topics will be addressed.

1. Essential elements of Discourse Analysis and how it is effected
  - 1.1 Discourse and vocabulary
  - 1.2 Discourse and grammar
  - 1.3 Speech acts and speech events
  - 1.4 Written text as documentation of spoken discourse
  - 1.5 Information structure and genre analysis
  - 1.6 Classroom discourse analysis
  - 1.7 Digital communications
2. Issues of literacy
  - 2.1 When and how literacy became an important issue for English-speaking peoples
    - 2.1.1 The establishment of Middle English, and the development of Modern English
    - 2.1.2 The influences of Shakespeare's English and the Golden Age on 21st century English
    - 2.1.3 Pioneers, Tradesmen and Missionaries: the conveyors of messages and the English language
    - 2.1.4 Text in the times of industrial and national uprisings (18th - 19th Centuries): reflections of society
    - 2.1.5 Who gets to be literate on a Plantation? American Englishes and other Colonizations
  - 2.2 Patterns and text types that have endured : poetry, prose,the novel through the centuries; children's literature
  - 2.3 English Literacy in the outer and wider circle countries

3. Literacies of today
  - 3.1 Dictionaries and Standardization
    - 3.1.1 Corpus Linguistics
  - 3.2 The language of newspapers and current media channels
  - 3.3 Gender and cultural congruence
  - 3.4 Children's roles and obligations
4. Analysis of standard and non-standard English.
  - 4.1 Dialects of English
  - 4.2 Standards around the English speaking world: Britain, U.S.A. and other inner circle nations
5. English Language pedagogy around the world; where is it happening and how is it being done? An examination of didactic discourse (teachers writing for teachers).
6. Which texts for which purposes?
  - 6.1 Commerce, Law, Government
  - 6.2 Cyber texts and text-types
  - 6.3 The literature of today

**Methods of Teaching:** Short lectures/presentations, use of multimedia, class discussions based on readings and student presentations. Synchronous and a-synchronous online sessions will be included.

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REQUIREMENTS:

- Lecture option:**
1. Active attendance and participation
  2. Ongoing reflections on readings .
  3. Assignments following each unit of interest
  3. Term paper: report on a further investigation of one of the units of interest or an investigation of a novel topic (i.e. not

in the above program)

4. Ten-minute oral report on the term paper

- Seminar option:**
1. Active attendance and participation
  2. Progress report on chosen topic and sources to be used in seminar paper
  3. Oral presentation of content of seminar paper
  4. Seminar paper (<3000 words) giving an account of an aspect of literacy and the English language
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**Assessment:**

- Lecture option:**
- 40% English Mastery, class participation, class assignments
  - 20% Oral report and presentation in class
  - 40% Term paper

- Seminar option:**
- 30% English Mastery, class participation, class assignments
  - 20% Oral report and presentation in class
  - 50% Seminar paper: research study including annotated bibliography
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**References (\* = required reading):**

Achebe, C. (1958). *Things fall apart*. New York: Fawcett.

Austen, J. (1994). *Pride and prejudice*. London: Penguin Books.

- \* Bloome, D., Carter, S. P., Christian, B. M., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective*. Mahwah, N.J.: Lawrence Erlbaum Associates, pp. 1-136.

Carbone II, S. A. (2011). Incorporating technology into the modern English language arts classroom. *Student Pulse Academic Journal*, 3.01. Retrieved from <http://www.studentpulse.com/a?id=364>

Carrol, L. (1994). *Through the looking glass*. London: Penguin Books.

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- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.
- Cook, G. (2004). *Discourse* (12th impression). Oxford: Oxford University Press.
- Crystal, D. (1997). *Cambridge encyclopedia of language*. Cambridge: Cambridge University Press, Selected Excerpts.
- \* Crystal, D. (2008). Texting. *ELT Journal*, 62(1), 77-83.
- Dickens, C. (1994). *Oliver Twist*. London: Penguin Books.
- \* Graddol, D. (2007). *English next*. London: British Council. Retrieved from <http://www.britishcouncil.org/learning-research-english-next.pdf>
- \* Menezes de Oliveira e Paiva, V. L. (2003). Feedback in the virtual environment. *PsychNology Journal*, 1(3), 256-282.
- Milne, A.A. (1928). *The house at Pooh corner*. London: Methuen Children's Books.
- Wennerstrom, A. (2003). *Discourse analysis in the language classroom* (Vol. 2). Ann Arbor: The University of Michigan Press.
- In addition, students will read selected texts chosen from current journals of relevance.