

<b>Module/Course Title: Discourse Analysis</b>					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
62033	8,5 hours per week	3 CU x 1,5 = 4,5 ECTS	5 <sup>th</sup>	3 CU x 16 = 48	16 meetings
<b>1</b>	<b>Types of courses</b>	<b>Contact hours</b>	<b>Independent study</b>	<b>Class size</b>	
	Elective coursework	3 CU x 50 minutes = 150 = 2,5 hours per week	3 CU x 120 minutes = 360 minutes = 6 hours	30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b>				
	-				
<b>3</b>	<b>Learning Outcomes</b>				
	<p><b>Course Description:</b> The course presents basic concepts of analysing discourse, namely types of discourse, discourse cohesion and coherence, discourse context, characteristics of discourse analysis and ideology, steps taken in discourse analysis and examples of discourse analysis that have been conducted. This course is complemented by practical activities where students can practice conducting discourse analysis research as a forum for students to express critical thinking about for example the power that exists in each language process and its relation to the process of production and reproduction of meaning.</p> <p><b>Programme Learning Outcomes:</b></p> <p><b>PLO 1</b> Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works</p> <p><b>PLO 2</b> Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society</p> <p><b>PLO 3</b> Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism</p> <p><b>Intended Learning Outcomes:</b></p> <p><b>ILO 1</b> Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p> <p><b>ILO 2</b> Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p><b>ILO 4</b> Students are able to analyse the development of linguistic, literary and cultural</p>				

	<p>phenomena in the global and digital era</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>ILO 6 Students are able to use media and technology into their learning and research activities</p> <p>ILO 7 Students are able to analyse various scientific texts in the fields of language, literature and culture in English</p> <p>ILO 8 Students are able to produce scientific articles or creative writings on language, literature, and culture independently or collaboratively</p> <p><b>Course Learning Outcomes</b></p> <p>On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of key components of discourse analysis</li> <li>2. Relate elements of discourse analysis framework to key empirical phenomena</li> <li>3. Organize an essay</li> </ol>
4	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1: Text Analysis</b> Students are able to analyse a short text critically in a Pre-Test</p> <p><b>Meeting 2: Unit 1. Three ways of looking at discourse</b></p> <ol style="list-style-type: none"> <li>1. Students are able to generalize the basic concepts in discourse analysis</li> </ol> <p>(Homework for a group of students (consisting of 3 people) analyzing 2 short videos. Video 1 (link <a href="https://www.youtube.com/watch?v=kDIBCPLecfQ">https://www.youtube.com/watch?v=kDIBCPLecfQ</a>) is done by the odd numbered group and video 2 (link <a href="https://www.youtube.com/watch?v=CgT5hCplufU">https://www.youtube.com/watch?v=CgT5hCplufU</a>) is done by the numbered group. even. The task is carried out by considering the list of questions on page 102.</p> <p><b>Meeting 3: Unit 2. Texts and Texture</b></p> <ol style="list-style-type: none"> <li>2. Students are able to generalize the basic concepts in of cohesion and coherence</li> <li>3. Students are able to identify concepts of cohesion and coherence in a text</li> </ol> <p>(Student activity on text discussion on pages 108-109 about animal right and Lady Gaga. This discussion was started by the lecturer using the question instructions on page 109)</p> <p><b>Meeting 4: Unit 3. Texts and Their Social Functions</b></p> <ol style="list-style-type: none"> <li>4. Students are able to relate the concept of genres in discourse</li> <li>5. Students are able to examine moves in analysing discourse</li> </ol> <p><b>Meeting 5: Unit 4. Discourse and Ideology</b></p> <ol style="list-style-type: none"> <li>6. Students are able to correlate discourse and ideology</li> <li>7. Students are able to interpret power relation in discourse</li> </ol> <p>(Students analyse the representation seen from vocabulary, quoted sources and location. Lecturers provide links and students directly look for: Article 1: <a href="https://www.reuters.com/article/us-health-coronavirus-indonesia-idUSKBN29I09U">https://www.reuters.com/article/us-health-coronavirus-indonesia-idUSKBN29I09U</a></p>

Article 2: <https://jakartaglobe.id/news/indonesia-may-allow-selffunded-vaccination-as-cases-nearing-1-million>)

**Meeting 6: Unit 5. Spoken Discourse**

8. Students are able to outline the texture of talk
9. Students are able to communicate critically the concept of speech act in spoken discourse

**Meeting 7: Quiz 1**

Students are able to review unit 1-5 in a quiz

**Meeting 8: Students take Mid-Test**

(Test and Discussion of the test)

**Meeting 9: Unit 6. Strategic Interaction**

10. Students are able to negotiate relationship and activity in a conversation
11. Students are able to organize an English essay by working in a group (Step 1: Discussing the Introduction)  
(Homework: Drafting Review of Related Literature)

**Meeting 10: Unit 7. Context, Culture and Communication**

12. Students are able to transform SPEAKING model of context in the analysis of discourse
13. Students are able to organize an English essay by working in a group  
(Step 2: Discussing Review of Related Literature)  
(Homework: Drafting Research Method)

**Meeting 11: Unit 8. Mediated Discourse Analysis**

14. Students are able to confirm the concept of mediation
15. Students are able to breakdown mediated discourse analysis
16. Students are able to organize an English essay by working in a group (Step 3: Discussing Research Method)  
(Homework: Drafting Data Analysis)

(The group explores how 2 people show their closeness on social media as seen from photos or short videos. Or you can also look for short photos/videos that show how people are hostile to each other.)

**Meeting 12: Unit 9. Multimodal Discourse Analysis**

17. Students are able to confirm the concept of multimodality
18. Students are able to breakdown modes, meaning and action
19. Students are able to organize an English essay by working in a group (Step 4: Discussing Data Analysis)

(Watch a 5-minute video and discuss the multimodality that the video demonstrates. The lecturer gives an example of the analysis first. Video link: <https://www.youtube.com/watch?v=O4yc069cPiw&pbjreload=101>)

**Meeting 13: Unit 10. Corpus-Assisted Discourse Analysis**

20. Students are able to employ the use of corpus linguistics in analysing discourse
21. Students are able to examine corpora using procedures for corpus assisted
22. Students are able to organize an English essay by working in a group (Step 5: Discussing Data Analysis)

	<p><b>Meeting 14: Review</b> Students are able to review their understanding of Discourse Analysis (Step 6: Homework → Drafting Conclusion and Suggestion)</p> <p><b>Meeting 15: Preview</b> Students are able to preview Introduction, Review of Related Literature, Research Method, Analysis, and Conclusion and Suggestion (challenges in organising the coherent and unified essay)</p> <p><b>Meeting 16:</b> Students are submitting the essay</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions and team-based project</p>
6	<p><b>Assessment methods</b></p> <p>1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers based on the topic of discussion.</p> <p>2. Assignment As exercises for each unit are integrated, the students must complete the exercises, submit and discuss them. Score will be provided based on the answer key for the exercises.</p> <p>3. Quiz Quiz enables students to identify gaps in knowledge or in other words to identify how well the students know the concept of discourse and the analysis. It is thus important for the students to take Quiz 1 along the semester. Score will be provided based on the answer key for the quizzes.</p> <p>4. Middle Test This test may motivate the students to look through and revise previously learnt concepts in Semantics and Pragmatics. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on the answer key for the test.</p> <p>5. Team-based Project (Final Test) Through co-authorship in group essay, the students are able to improve their teamwork abilities and collaborative thinking. The group will work started from Week 9 and follow the steps of composing the essay as stated in Task Guideline.</p> <p>6. Progress Card A progress card is a kind of self-assessment tools built on the level of difficulty of the subject contents. The students must tick off their progress after learning weekly. They must write what they find and feel while learning as well, such as whether the unit is difficult or not, and any challenging parts of learning. The students then consult the result with the teacher.</p>

What follows is summary of the Assessment:			
Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Meetings 1-7 and meetings 9-15	5% (@meeting = 0,35%)
Group work 1 (Exercises in the units)	Group	Meetings 2, 3, 5, 11 and 12	5% (@meeting= 1%)
Group work 2 (Presentation)	Group	Meeting 2, 3, 4, 5, 6, 9, 10, 11, 12, 13	5% (@meeting = 0,5%)
Mid Test	Individual	Meeting 8	25%
Quiz	Individual	Meeting 7	10% (@meetings 2-6 = 2%)
Group work 3 (Team-based project essay)	Group	Meetings 9-15	20% (@meetings 9-15 = 2,85%)
Final Test	Group	Meeting 16	30%
<b>TOTAL</b>			<b>100%</b>
<b>7</b>	<b>This module/course is used in the following study programme/s as well</b> N/A		
<b>8</b>	<b>Teachers</b>  1. Tantri R. Indhiarti, M.A. 2. Muhammad Rozin, M.A.		
<b>9</b>	<b>Resources</b>  Main: Jones, Rodney H., 2012. <i>Discourse analysis: A resource book for students</i> . London: Taylor and Francis Ltd.  Supplementary: 1. Bloomfield, L. 1933. <i>Language</i> . New York: Reinhart. 2. Chomsky, N. 1957. <i>Syntactic structure</i> . Mouton: The Hague. 3. Coulthard, Malcolm. 1977. <i>Introduction to discourse analysis</i> . London: Longman Group Ltd. 4. Fairclough, Norman. 2010. <i>Critical discourse analysis: the critical study of language</i> 2 <sup>nd</sup> ed. Harlow: Pearson. 5. Firth, J.R. 1957. The technique of semantics. In <i>Papers in linguistics</i> pp.7-33. London: Oxford. 6. Foucault, Michel. 1980. <i>Power/Knowledge</i> . New York: Pantheon. 7. Gee, James Paul. 1999. <i>An introduction to discourse analysis: theory and method</i> . New York: Routledge. 8. Harris, Z. 1952. Discourse analysis. In <i>Language</i> 28, pp.1-30. 9. Halliday, M. A. K. and Matthiessen, C. M. I. M. (2013). <i>An Introduction to Functional Grammar</i> (4th ed.) London: Routledge. 10. Leeuwen. Theo van. 2008. <i>Discourse practice: new tools for critical discourse analysis</i> . New York: Oxford University Press. 11. Renkema, J. 2004. <i>Introduction to Discourse Studies</i> . Amsterdam: John		

	<p>Benjamin.</p> <p>12. Van Dijk (ed.). 1985. <i>Handbook of discourse analysis: volume 1 disciplines of discourse</i>. London: Academic Press Inc.</p> <p>13. Wodak, R. and M. Meyer (ed.). 2009. <i>Methods of critical discourse analysis</i>. Los Angeles: Sage</p> <p>14. Baker, P. (2004). Querying Keywords: Questions of Difference, Frequency, and Sense in Keywords Analysis. <i>Journal of English Linguistics</i>, 32(4), 346-359. doi: 10.1177/0075424204269894</p> <p>15. Baker, P. (2012). Acceptable bias? Using corpus linguistics methods with critical discourse. <i>Critical Discourse Studies</i>, 9(3), 247-256. doi: 10.1080/17405904.2012.688297.</p> <p>16. Fajri, M. S. A. (2020). The construction of Indonesian Muslims and Islam in Australian newspapers: a corpus-assisted critical discourse analysis. <i>Discourse and Interaction</i>, 13(1), 5-24. <a href="https://doi.org/10.5817/DI2020-1-5">https://doi.org/10.5817/DI2020-1-5</a>.</p>
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Appendices:

1. Assessment of Achieved Intended Learning Outcomes
2. Task Guidelines and Rubrics


### Appendix 1. Assessment of Achieved Intended Learning Outcomes

Week	ILO	CLO	LLO	Indicator	Form of Assessment	Weight (%)	LLO Weight (%)
1	1,2,4	1,2	1	1	Class participation	0,35	0,35
2	1,2,4,5,6	1,2	1	2,3	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
3	1,2,4,5,6	1,2	2,3	4,5	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
4	1,2,4,5,6	1,2	4,5	6,7	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
5	1,2,4,5,6	1,2	6,7	8,9	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
6	1,2,4,5,6	1,2	8,9	10,11	Group work 2	0,5	7,85
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
7	1,2,4,5,6	1,2	1-9		QUIZ 1		0,35
					Class participation	0,35	
8	1,2,4,5,6	1,2	1-9		Mid-term		
9	1,2,4,5,6,7	1,2, 3	10,11	12, 13	Group work 1	1	9,7
					Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final test	5	
10	1,2,4,5,6,7,8	1,2,3	12,13	14, 15	Group work 2	0,5	8,7
					Group work 3	2,85	
					Class participation	0,35	
					Final Test		

						5	
11	1,2,4,5,6,7,8	1,2,3	14,15,16	16, 17	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
12	1,2,4,5,6,7,8	1,2,3	17,18,19	18, 19	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	
							8,7
13	1,2,4,5,6,7,8	1,2,3	20,21,22	20, 21	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
14	1,2,4,5,6,7,8	1,2,3	10-22	22	Group work 3	2,85	
					Class participation	0,35	3,2
15	1,2,4,5,6,7,8	1,2,3	10-22	22	Group work 3	2,85	
					Class participation	0,35	
					Final test	5	8,2
16	1,2,4,5,6,7,8	1,2,3	10-22		Final Test		
							100



## Appendix 2. Task Guidelines

	<p><b>BRAWIJAYA UNIVERSITY</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGES AND LITERATURE</b>  <b>STUDY PROGRAMME OF ENGLISH LITERATURE</b></p>
<p><b>STUDENT TASK GUIDELINE</b></p>	
<p><b>COURSE:</b></p>	<p><b>Discourse Analysis</b></p>
<p><b>CODE:</b></p>	<p>SBI 62033 <span style="float: right;">CU 3/Semester 6</span></p>
<p><b>TEACHER</b></p>	<p>Team</p>
<p><b>TASK FORM:</b></p>	
<p>Test</p>	
<p><b>NAME OF TASK:</b></p>	
<p>Homework: analysing an excerpt of <i>La Boheme</i></p>	
<p><b>COURSE LEARNING OUTCOME:</b></p>	
<p>To recall the basic concept of Discourse Analysis as learnt in <i>Pengantar Ilmu Linguistik</i> class</p>	
<p><b>DESCRIPTION</b></p>	
<p>The written test carried out by all students in class is a continuation of the analysis of the La Boheme story snippet delivered by the lecturer in class.</p>	
<p><b>METHOD OF COMPLETION</b></p>	
<ol style="list-style-type: none"> <li>1. All students must work together to complete the test</li> <li>2. Students analyse pieces of text by paying attention to the underlined structure</li> <li>3. Student discussions are held outside of synchronous meeting hours</li> <li>4. 1 student as a class representative will collect homework in Google Classroom by copying and pasting the answers along with all the names of students (who actually participated in completing homework) under the 'Week 1' link</li> <li>5. Homework is collected 2 days before the class schedule so that the lecturer can read student answers for further discussion at meeting 2. In addition, this is done to see which students did not participate.</li> </ol>	
<p><b>OUTCOMES</b></p>	
<ol style="list-style-type: none"> <li>a. Object: written test</li> <li>b. Outcome form: Students and lecturers conduct discussions on further analysis of the La Boheme text for textual analysis</li> <li>c. The following is a continuation of the text of La Boheme which should be analyzed as shown in the example. Students provide an analysis of the underlined structure:  <p><u>Their friend</u> Schaunard arrives <u>with food and drink</u>, <u>having just been paid</u> <u>for a music lesson</u>; they are also <u>joined</u> <u>by Colline</u>, the philosopher. <u>After a visit by the landlord Benoit</u>, <u>who demands payment</u> <u>of the long overdue rent</u>, <u>all except Rodolfo</u> <u>leave for the Café Momus</u>. <u>There is a knock at the door</u> <u>and a neighbor, Mimi, comes in</u>, <u>hoping to light a candle</u> <u>which went out in a draft</u>. <u>A little later, she returns</u> <u>for the key to her room</u>, <u>which she lost</u>. <u>As she and Rodolfo look for it</u>, <u>their hands touch</u>. <u>He tells her about himself and his dreams</u>, <u>followed by Mimi's charming narration about her own life and longings</u>.</p> </li> </ol>	

<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>
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The students complete the questions according to the instructions given on the question sheet.
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Non-graded assessment.
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<b>TIME</b>
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Meeting 1
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<b>OTHERS</b>
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<b>REFERENCES</b>
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**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Discourse Analysis  
**CODE:** SBI 62033 CU 3/Semester 6  
**TEACHER** Team

**TASK FORM:**

Spoken while Zooming or Written in Google Class

**NAME OF TASK:**

Class Participation

**COURSE LEARNING OUTCOME:**

To carry out an active discussion

**DESCRIPTION**

Student engagement in class is a vital feature of their education. Students learn to communicate in a way that others can understand when they speak out in class. They learn how to collect information to improve their own comprehension of a topic by asking questions. On the other hand, just as many adults find it difficult to speak in front of a large group, many students also find it difficult to speak up in class. Therefore, the students are encouraged to participate in written form on Google Classroom as well.

**METHOD OF COMPLETION**

1. Each meeting begins with a question from the teacher or the students. The student may give response to the unit to be discussed. When at home students do self-study and are expected not only to learn from the book used but also from other bibliography, either from books, journal articles, or certain websites. Thus, because students have diverse learning resources, there will definitely be different forms of material. This is what can be used for discussion at the beginning of each meeting.
2. After the unit and the exercises of the unit are discussed, students give responses such as stating difficulties when doing assignments or other possible answers.

**OUTCOMES**

- a. Object: spoken and written report
- b. Outcome: discussion

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

Rubric:

	<b>76-85</b>	<b>66-75</b>
<b>Level of Engagement in Class</b>	Student proactively contributes to class by offering ideas and/or asks questions	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time
<b>Behaviour</b>	Student almost never displays disruptive behaviour during class	Student occasionally displays disruptive behaviour during class
<b>Preparation</b>	Student is almost always prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.

Grading: Each student will obtain 0,35% every time they are actively involved in each meeting. Taken together, at the end of the semester, they will get 5%.

**TIME**

Meetings 1-7 and Meetings 9-15

**OTHERS****REFERENCES**



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**STUDENT TASK GUIDELINE**

**COURSE:**

**Discourse Analysis**

**CODE:**

SBI 62033

CU 3/Semester 6

**TEACHER**

Team

**TASK FORM:**

Spoken while Zooming

**NAME OF TASK:**

Group work 2 (Group Presentation)

**COURSE LEARNING OUTCOME:**

To carry out an active discussion

**DESCRIPTION**

Presentation skill is extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

**METHOD OF COMPLETION**

The class is divided into 9 groups following the number of the units/course contents. The groups focus on what they have understood towards the units.

Group 1: Doing discourse analysis

Group 2: Text and texture (cohesion and coherence)

Group 3: Texts and their social function

Group 4: Discourse and ideology (constructing reality)

Group 5: Spoken discourse (texture talk)

Group 6: Strategic interaction (negotiating relationships and activities)

Group 7: Context, culture and communication (SPEAKING model)

Group 8: Mediated discourse analysis

Group 9: Multimodal discourse analysis

Group 10: Corpus-assisted discourse analysis

**OUTCOMES**

a. Object: spoken report

b. Outcome: discussion

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

Rubric:

**PRESENCE****5 4 3 2 1 0**

- body language & eye contact
- contact with the public
- poise
- physical organization

**LANGUAGE SKILLS****5 4 3 2 1 0**

- correct usage
- appropriate vocabulary and grammar
- understandable (rhythm, intonation, accent)
- spoken loud enough to hear easily

**ORGANIZATION****5 4 3 2 1 0**

- clear objectives
- logical structure
- signposting

**MASTERY OF THE SUBJECT****5 4 3 2 1 0**

- pertinence
- depth of commentary
- spoken, not read
- able to answer questions

**VISUAL AIDS****5 4 3 2 1 0**

- transparencies, slides
- handouts
- audio, video, etc.

**TOTAL SCORE \_\_\_\_\_ x 4**

Grading: Each group will obtain 5% (@meeting = 0,5%)

**TIME**

Meetings 2, 3, 4, 5, 6, 9, 10, 11, 12, 13

**OTHERS****REFERENCES**



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STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Discourse Analysis  
**CODE:** SBI 62033 CU 3/Semester 6

**TEACHER** Team

**TASK FORM:**

Filling Google Form

**NAME OF TASK:**

Measuring students' creative and critical thinking

**COURSE LEARNING OUTCOME:**

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**DESCRIPTION**

This activity is a performative test that is not given a score, but the lecturer wants to know how each student thinks and acts creatively and critically when faced with a situation, for example facing misleading information that is encountered everyday.

**METHOD OF COMPLETION**

1. All students must enter the Google Form link that has been listed in Google Class for each class
2. Fill in the value of 2 or 3 or 4 for the 4 criteria asked. A value of 2 indicates 'in progress', a value of 3 indicates 'can do without paying attention to details', and a value of 4 indicates 'can do with complete detailed knowledge'.
3. Since these activities are not assessed, students are asked to give honest answers to their experiences so far.

**OUTCOMES**

- a. Object: survey
- b. Outcome: evaluation of students' critical language awareness

## Assessment Rubric for Critical Thinking

Criteria	4 Exemplary	3 Accomplished
Interprets evidence, statements, graphics, questions	Accurately interprets information	Satisfactorily interprets information
Identifies salient arguments, reasons and claims, and pros and cons	Precisely and accurately identifies relevant arguments, pros and cons	Identifies relevant arguments, pros and cons
Analyzes and evaluates major alternative points	Consistently and thoughtfully analyzes and evaluates major alternative points of view	Offers analysis and evaluation of obvious alternative points of view
Draws meaningful and warranted conclusions	Draws consistently accurate conclusions	Draws fairly accurate conclusions

(Adapted from [www.fsw.edu](http://www.fsw.edu))

<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>
Non graded
<b>TIME</b>
Meeting 1
<b>OTHERS</b>
<b>REFERENCES</b>

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**STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:**

**Discourse Analysis**

**CODE:**

SBI 62033

CU 3/Semester 6

**TEACHER**

Team

**TASK FORM:**

Test

**NAME OF TASK:**

Mid-Test

**COURSE LEARNING OUTCOME:**

To identify and explain the concepts of Discourse Analysis

**DESCRIPTION**

Mid-test is taken as it is aimed at assessing the students' understanding on the concepts of Doing discourse analysis, Text and texture (cohesion and coherence), Texts and their social function, Discourse and ideology (constructing reality), Spoken discourse (texture talk). The exam is frequently used to verify students' learning because it provides a controlled setting for individual work.

**METHOD OF COMPLETION**

1. Quiz questions are distributed on Google Classroom
2. The students download the test
3. The students work on questions for 90 minutes
4. Mid-Test is discussed
5. The students get the score

**OUTCOMES**

- a. Object: written test
- b. Outcome: the students and teacher conduct a discussion on the understanding of the concepts

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the correctness of answer to the Test.

Grading = 25% for each student

**TIME**

Meeting 8

**OTHERS**

**REFERENCES**



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Discourse Analysis  
**CODE:** SBI 62033 CU 3/Semester 6  
**TEACHER** Team

**TASK FORM:**

Test

**NAME OF TASK:**

Quiz

**COURSE LEARNING OUTCOME:**

To identify and explain the concepts of Discourse Analysis

**DESCRIPTION**

Quiz is taken as it is aimed at helping students prepare for the unit's summative tests (Units Doing discourse analysis, Text and texture (cohesion and coherence), Texts and their social function, Discourse and ideology (constructing reality), Spoken discourse (texture talk).). Besides, it enables to keep students motivated and involved in their own learning throughout the learning session.

**METHOD OF COMPLETION**

1. Quiz sheet are distributed in WA Group
2. The students download the test
3. The students work on questions for 60 minutes
4. Quiz is discussed
5. The students get the score

**OUTCOMES**

- a. Object: written test
- b. Outcome: the students and teacher conduct a discussion on the understanding of the concepts

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the correctness of answer to the Quiz.

Grading = 10% for each student

**TIME**

Meeting 7

**OTHERS**

**REFERENCES**



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Discourse Analysis  
**CODE:** SBI 62033 CU 3/Semester 6  
**TEACHER** Team

**TASK FORM:**

Written

**NAME OF TASK:**

Group work 3 (Team-based project essay) and Final Test

**COURSE LEARNING OUTCOME:**

To combine the knowledge of discourse analysis that have been learnt into an essay

**DESCRIPTION**

This activity was carried out to oversee the process of student research carried out in groups starting from an explanation by the lecturer about what and how to do research in the field of discourse analysis. Next, students start looking for journal articles from international journals (scimagojr) and national journals (Sinta indexed journals) related to discourse.

**METHOD OF COMPLETION**

1. Students work in the groups
2. In week 9, the groups discuss the Introduction in the class and do homework (Drafting Review of Related Literature)
3. In week 10, the groups discuss Review of Related Literature in the class and do homework (Drafting Research Method)
4. In week 11, the groups discuss Research Method in the class and do homework (Drafting Data Analysis)
5. In week 12, the groups discuss Data Analysis in the class
6. In week 13, the groups discuss Data Analysis in the class
7. In week 14, the groups do homework (Drafting Conclusion and Suggestion)
8. In week 15, the groups preview Introduction, Review of Related Literature, Research Method, Analysis, and Conclusion and Suggestion (challenges in organising the coherent and unified essay)
9. In week 16, as the Final Test, the group representative will submit the revised essay on Google Class.

**OUTCOMES**

- a. Object: written essay
- b. Outcome: a published book (ISBN)

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the following rubric:

Component	Score			
	81-100	76-80	71-75	65-70
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of language phenomenon and its relation to how discourses construct, maintain, and legitimize social inequalities	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view in discourse analysis (DA)	Only presents information from relevant sources representing various points of view	Presents information from relevant sources representing limited points of view	Presents information from irrelevant sources representing limited points of view
Design Process	All elements of the methodology are skilfully developed. Appropriate methodology may be synthesized from across disciplines or from relevant subdisciplines	Critical elements of the methodology are appropriately developed, however, more subtle elements are ignored or unaccounted for	Critical elements of the methodology are missing, incorrectly developed, or unfocused	Inquiry design demonstrates a misunderstanding of the methodology
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Only organizes evidence to reveal important patterns, differences, or similarities related to focus	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.

Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
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However, passive student in the group not involving in completing the exercise is not likely to get assessed.

Grading = 20% + 30%

**TIME**

Begun in Meeting 9 and Submitted in Meeting 16

**OTHERS**

**REFERENCES**