Procedure of class

Part of each class will involve student and teacher-led discussions, by turns, on articles from the book The Handbook of Discourse Analysis (2nd Edition). When leading the discussions, the leader will have to cover, at least, these points (leaving out the ones that don't apply to a particular article). The main purpose of the task is to make the articles more accessible and understandable for the others in the class. All the class members will have to read each article but the discussion leader of the day will need to read it in greater depth in order to answer the following questions, which will be included in their mini-presentation:

1. What is the main area of concentration in the article?
2. Summarize its main points.
3. What seem to be the points of agreement or consensus among researchers in this area?
4. What are the points of contention (disagreement or debate)?
5. What theoretical constructs were mentioned as being relevant to this area of study? [Which names associated with these theoretical constructs are invoked?]
6. What sorts of research methods were referred to in the article?
7. What, if anything, makes this area of study particularly difficult or complicated? [For example, in the study of register, the interdisciplinary nature of the field makes it hard for any one researcher to be completely confident in their interpretations and conclusions.]
8. Are there any cross-cultural perspectives that come through in the article? [Do they help in understanding possible universal aspects of the phenomenon in question?]
9. Personally, what did you find to be of greatest interest?
10. What idea for a possible study came to you as you were reading this article? Try to articulate in as much detail as possible how you would get started in such a study.
11. Select one other article that deals with a particular study in this area. [If possible send the PDF of the article to the other student in the class (and to the teacher]. Give a summary and critique of the article.

Other activities we'll be doing in the class

- Learning how to use various corpora for research purposes.
- Exploring what it's like to participate in academic conferences from an experiential point of view
- Finding communities of practice through social media and finding out what we can learn from them.
- Looking at a variety of journals that deal with linguistics and discourse; studying the publication process, from submitting a manuscript to publication.
- Doing a genre analysis of academic papers recently published in leading journals and of proposals for conference presentations.
- Learning the stages of how to conduct a study on discourse processes