Procedures for regular class presentations

Part of each class will involve student-led discussions, by turns, on articles from the book The Handbook of Discourse Analysis (2nd Edition) or a collection of articles on a webpage your teacher will introduce to you. Your presentation will first focus on a reading that covers a rather general area of research, such a political discourse, discourse in the workplace, code-switching and identity, or multimodality. Those readings can be found in the handbook listed above or on this website: https://aogaku-daku.org/graduate-class-2024/.

In the case of the second reading you will present on (as part of the same presentation) you will have to find it yourself and get approval for it from the teacher. That article should be a study in the same area of the first one but, instead of being a general overview of the field, it should focus on the study of one particular setting or body of data.

When conducting the discussions, the leader will have to cover the points listed below. The main purpose of the task is to make the articles more accessible and understandable for the others in the class. All members of the class will have to read the articles that are the focus of the presentations, but the current discussion leader will need to read it in greater depth in order to address the following points, which must be included in their presentation:

1. What is the main area of concentration in the article?
2. Summarize its main points in ways that are comprehensible to classmates.
3. What theoretical constructs were mentioned as being relevant to this area of study? [Which names associated with these theories are invoked?]
4. What sorts of research methods were referred to in the article? [If you were not familiar with them, look them up and try to explain them to your classmates as best you understand them.]
5. What kinds of data sets (if any) are used in the studies described in the chapter or article?
6. 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.]
7. 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?]
8. Personally, what did you find to be of greatest interest?

9. What did you find most perplexing about the article and difficult to understand?
10. What idea for a possible study (research project) 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. [It does not need to be one which you actually intend to carry out. Simply, one you feel might be feasible and, potentially, generate fruitful results.]

Select one other article that deals with a particular study in a closely related area. [Send the PDF of the article to your teacher and classmates no later than one week before the date of your presentation through our WhatsApp group. You will also give a summary and critique of that article and tell us how it relates to the first article that you presented on.

In addition, you will need to create five discussion questions for both the articles you will be presenting on. They should stimulate lively discussion. They should *not* be questions that have simple, factual answers. You will be required to submit two reports based on your presentation. The first report should be submitted on the day of your presentation and cover all the points listed above. The second report will need to be submitted one week later and it will provide a summary of the points that emerged during the discussion part of your presentation. Since you will not be able to anticipate the fruits of those discussions in advance, you will have to submit it afterwards. You are free to record the discussion so that you can refer back to it when writing your summary and reflections.