Federal State Autonomous Educational Institution for Higher Education
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
(RUDN UNIVERSITY)**

FACULTY OF PHILOLOGY

COURSE SYLLABUS

DISCOURSE ANALYSIS

Recommended by the Didactic Council for the Education Field of:

45.04.01 Philology

The course instruction is implemented within the professional education programme of higher education:

"Language and Culture: Theory and Practice"

(in English)

2025

1. COURSE GOALS:

The main goal of the course is to provide the students with the basic theoretical knowledge and empirical tools of the most relevant approaches to the analysis of discourse.

The general objectives off the course:

- Identification of the different theories and approaches to analysis of discourse.
- Analysis of different types of text and discourse, taking into account the different perspectives, units of analysis, strategies and functions.
- Practical application of discourse analysis.
- Improvement of discursive competence.
- Linguistics research.

The course is designed to teach highly skilled specialists in theoretical and applied linguistics, capable of taking into account scientific and research expertise and apply their knowledge and skills in their future professional activities. The objective of the course is to involve students into original scientific research contributing to the generation, expansion and development of the scientific knowledge as well as the formation and development of the students' competences.

2. REQUIREMENTS TO LEARNING OUTCOMES

The process of studying course "Discourse-Analysis" is aimed to form the following competences:

Table 2.1. *List of competencies that students acquire:*

Competence Code	Competence descriptor	Competence formation indicators (within this course)
UC-1	Able to search for, critical analysis of problem situations based on a systematic approach, to develop an action strategy.	UC-1.1. Analyzes the task and highlights its basic components; UC-1.2. Determines and ranks the information required to solve the problem; UC-1.3. Searches for information to do the task for various types of requests; UC-1.4. Offers options for solving the problem, analyzes the possible consequences of their use; UC-1.5. Analyzes the ways of solving problems of a worldview, moral and personal nature based on the use of basic philosophical ideas and categories through the prism of their historical development and socio-cultural context.
PC-2	Has the skills of independent research of the language system in synchronic and diachronic aspects; studying oral, written and	PC-2.1. Able to solve research problems in the field of synchronous analysis of the language system, speech and acts of communication.

	virtual communication with the presentation of reasoned conclusions;	

3. COURSE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is a part of the variable component (Block 1) of the educational programme academic curriculum.

As part of the educational programme, students also master other courses and / or practices that contribute to the achievement of the planned results of mastering the course

Table № 3.1. List of the Educational Programme components contributing to the achievement of the planned results of mastering the discipline

Code	Previous disciplines / modules, practice	Subsequent disciplines / modules, practice
UC-1	Philology in the System of Modern Humanities Planning a Research Project General Linguistics	Scientific and Research Training
PC-2	Theory of Intercultural Communication Linguistic Pragmatics Theory of Politeness	Research Work

4. COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 5 credit units.

*Table 4.1 Types of **academic activities** by periods of the Educational Programme mastering for*

***full-time** education*

Types of academic activities		Total	Semesters
			3
Classroom-based studies, academic hours		34	34
including:			
Lectures (L)		17	17
laboratory work (LW)			
practical work (PW)/ seminars (S)		34	34
Self-studies, *academic hours*		93	93
Control, *academic hours*		36	36
Total	*academic hours*	180	180
	credits	5	5

5. COURSE CONTENT

5.1. Content of the course by the type of activity:

Title of course unit	Content of the course unit	Type of academic activities
Introduction to discourse analysis	Defining text and discourse. Defining Text Linguistics and Discourse Analysis. The scope of discourse analysis.	L, S

	Approaches to the phenomenon of discourse.. Main concepts and methods. Data collection. Modern challenges for discourse theories.	
Transdisciplinary approach to discourse analysis. Main schools and central topics.	Discourse analysis and other disciplines. Discourse analysis and pragmatics. Speech act theory and the theory of implicature in the analysis of discourse. Conversational Analysis, main concepts and methods. Psycholinguistics. Emotion in Discourse.	L, S
Discourse strategies and practices in various sociocultural contexts	Interactional sociolinguistic approach to discourse analysis. Theories of politeness and impoliteness. Anthropological approach to discourse analysis. Cultural values and discourse strategies. Stylistics characteristics of discourse. Sample analysis.	L, S
Critical Discourse Analysis	The scope of Critical Discourse Analysis. Discourse and power. Ideology, social cognition and discourse. Ideological analysis. Discourse and manipulation. Multimodal strategies. Critical analysis of media discourse. Critical analysis of political discourse. Sample analysis.	L, S

8. TECHNICAL SUPPORT

It is necessary to have a computer or a laptop (with installed licensed software and the Internet) and a projector in a classroom.

Table 6.1. Technical Support of the course

Type of the classroom	Classroom equipment	Specialized educational / laboratory equipment, software and materials for mastering the discipline (if necessary)
classroom for Lectures	A classroom for lecture-type classes, equipped with a set of furniture; board (screen/ smart board) and technical means for multimedia presentations.	
Classroom for seminars	A classroom for conducting seminar-type classes, group and individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	
Classroom for self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic educational system.	

7. EDUCATIONAL-METHODOLOGICAL AND INFORMATION SUPPORT OF THE DISCIPLINE

Books and manuals:

Main

Discourse analysis / Brown Gillian, Yule George. - Cambridge : Cambridge University Press, 1983. - 288 p. - (Cambridge Textbooks in Linguistics). - ISBN 978-0-521-28475-2 : 1045.00. - 3 copies

Alba-Juez, Laura and Larina, Tatiana (2018). Language and Emotion: Discourse-Pragmatic Perspectives. *Russian Journal of Linguistics*, 22 (1), 9—37. doi 10.22363/2312-9182-2018-22-1-9-37.

Van Dijk, Teun. 2009. *Society and Discourse: How Social Contexts Influence Text and Talk.* Cambridge: Cambridge University Press.

Additional

Cavaliere Flavia. Discursive Mechanisms of News Media - Investigating Attribution and Attitudinal Positionin: / F. Cavaliere // Вестник Российского университета дружбы народов: Лингвистика. - 2018. - № т. 22 (2). - С. 338 — 356

http://journals.rudn.ru/linguistics/article/view/18591/15805

Bloommaert, J. Discourse. – Cambridge, 2005. http://www.discourses.org/OldArticles/The%20study%20of%20discourse.pdf

Gillian Brown. Discourse Analysis. – Cambridge, 2006. https://archive.org/stream/DiscourseAnalysisByGillianBrownGeorgeYule/discourse%20analysis%20by%20gillian%20brown%20&%20george%20yule_djvu.txt

Van Dijk, Teun A. 2006. Discourse and manipulation. *Discourse and Society* 17(2). 359–383.

Weiss, Gilbert & Ruth Wodak. (eds.) 2007. *Critical Discourse Analysis: Theory and Interdisciplinarity.* London, Basingstoke, New York: Palgrave Macmillan.

Internet resources

RUDN library online site http://lib.rudn.ru

https://discourses.org/

http://beniko-mason.net/content/story-listening/2020-10-22-fundamentals-of-langauge-eduation-krashen.pdf

Databases, search engines and reference data:

http://www.elsevierscience.ru/products/scopus/

https://scholar.google.com/

https://www.researchgate.net/

https://publons.com/about/home/

Educational and methodological materials for independent work of students in the development of the discipline/module*:

1. A course of lectures "Discourse-analysis".

2. Guidelines for the implementation of a final assignment of the course "Discourse-analysis".

* all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in RUDN TEIS!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF Students' COMPETENCES

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the discipline results are specified in the Appendix to the internship syllabus.

    * The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS

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