

George Mason University
College of Education and Human Development
Graduate School of Education
PhD in Education Program

EDRS 818-D01: Critical Discourse Analysis in Education
Research 3 Credits, Summer 2019
Thompson Hall, Room L004. Fairfax campus
Friday 4:30 pm - 8:30 pm (5/20-7/27)

Faculty

Name: Dr. Sujin Kim
Office Hours: By appointment
Email Address: skim222@gmu.edu
Office Location: Thompson Hall 2603, Fairfax campus
Office Phone: 703-993-5271
Course Dates: May 20 – July 27
Meeting Time: Friday 4:30 pm – 8:30 pm
Meeting Location: Thompson Hall, Room L004

Prerequisites/Corequisites

EDRS 810, EDRS 811, EDRS 812, or permission of instructor.

University Catalog Course Description

Prepares participants with a working knowledge of discourse analysis and its application to ethnographic and qualitative research in education. Focuses on critical discourse analysis as a resource to improve classroom interaction and transform educational practice and as an analytic tool for a social analysis of education in a wide variety of local, national and international education contexts and settings.

Course Overview

Draws on theoretical and analytic resources of systemic functional linguistics, genre/text studies, interactional sociolinguistics and critical social theory to understand how linguistic features of texts constitute and are constituted by social, cultural and local relations, processes and contexts in which they are embedded. Using a seminar format, participants will 1) discuss readings on Critical Discourse Analysis (CDA) methodology, key theoretical constructs, and published CDA analysis in qualitative and mixed method studies; 2) engage in collaborative analysis of various types of interactional texts; and 3) interpret data and develop arguments based on critical discourse analyses. Through these activities we aim to use CDA to construct systematic, insightful and powerful interpretations of education.

Course Delivery Method

This course will be delivered face to face through lecture-whole class, student presentation, and collaborative learning format. This course will also use Blackboard Learning Management system (LMS) housed in the MyMason portal for online discussion and assignment submission. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Become familiar with major contributions from Critical Discourse Analysis (CDA) in educational research.
- Critique major developments and concerns in the field.
- Find examples of discourse analysis in their area of specialization.
- Gain experience in using (CDA) tools with examples from popular culture and the media.
- Transcribe and code different types of interactional text.
- Identify patterns in discourse/data.
- Use discourse analysis to reflect on and improve classroom interaction.
- Increase awareness of the “hidden codes” promoted by interests within and external to education.
- Promote a critical literacy involving writing, reading, presentation, organization,

- and research skills.
- Interpret data and share arguments using critical discourse analysis.

Professional Standards (College of Education and Human Development)

Using completion of this course, students will have met the following professional standards: In 2006, the College of Education and Human Development (CEHD) adopted five core values on which to focus: collaboration, ethical leadership, innovation, research-based practice and social justice. This course supports each of these values by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their leadership roles in their work as researchers and educational practitioners in their work and learning contexts; to utilize discourse analysis to design and engage in innovative research and improve classroom practice, particularly with respect to social justice.

Required Texts

Fairclough, N. (2010). *Critical discourse analysis: The critical study of language* (2nd ed.). New York, NY: Routledge.

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. New York, NY: Routledge.

Kress, G. (2009). *Multimodality: A social semiotic approach to contemporary communication*. New York, NY: Routledge.

Rogers, R. (Ed.). (2011). *An introduction to critical discourse analysis in education* (2nd ed.). New York, NY: Routledge. <http://cw.routledge.com/textbooks/9780415874298/>

Rogers, R. & Wetzell, M.M. (2014). *Designing critical literacy education through critical discourse analysis: Pedagogical and research tools for teacher-researchers*. New York, NY: Routledge.

Other required chapters, articles, and additional Resources will be announced and/or uploaded in weekly reading list in Blackboard with source links.

Recommended textbook

Gee, J.P. (2014). *How to do discourse analysis: A tool kit*. (2nd ed.) New York, NY: Routledge.

Fairclough, N. (2015). *Language and power* (3rd ed.). New York, NY: Routledge.

Rex, L. A., & Schiller, L. (2010). *Using discourse analysis to improve classroom interaction*. Routledge.

Rogers, R., et al. (2016). Critical discourse analysis in education: A review of the literature, 2004 to 2012. *Review of Educational Research*, 86(4), 1192–1226.

Paltridge, B., & Phakiti, A. (Eds.). (2015). *Research methods in applied linguistics: A practical resource*. Bloomsbury Publishing.

Wodak, R., & Meyer, M. (Eds.). (2009). *Methods for critical discourse analysis*. Sage.

COURSE ASSIGNMENTS

There are 8 major assignments for this class, worth the following points.

1. Participation and online discussion board	200
2. Discussion Facilitation for Readings	100
3. Article Critique	100
4. Discourse Analysis Project Proposal	50
5. Discourse Analysis Project Transcription	100
6. Discourse Analysis Project Draft Analysis and Meeting	150
7. Final Project Presentation	50
8. Final Project Paper	250
Total	1000 (100%)

Grading Policies

A+	98-100%	A	93 -97%	A-	90-92%
B+	88-89%	B	83-87%	B-	80-82%
C	70-79%	F	below 70%		

Other Expectations:

High quality work is expected on all assignments and in class participation. For full consideration, all assignments should be submitted by the due date/time. Late assignments will not be accepted without making prior arrangements with the professor. All written assignments are to be word-processed using Times Roman 12 pt font, double-spaced and submitted electronically on the designated place in the course Blackboard. Use APA style for all assignments (unless your field of specialization uses another style sheet or convention, i.e. MLJ).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule (subject to change)

Date	Course Content	Readings Due	Assignments Due*
Meeting 1 5/24	Introduction to Course What is discourse analysis? What makes it critical?	Syllabus Rogers 2011, Ch 1 Gee, 2014, Ch 1-2	Student Information Sheet DB 1
Meeting 2 5/31	How can critical discourse analysis be used in education? <i>(Choose a topic)</i>	Rogers 2011, Ch 2 Rogers & Wetzels Ch 1-2 Lester et al 2017	Discussion Board: DB 2 Proposal draft
Meeting 3 6/7	Discourse Analysis: Building Tasks <i>(Determining which texts to analyze; Transcribing language, social interaction)</i>	Gee 2014, Ch 3, 8, 9 Atkinson/Heritage & Ochs 1999 (Rec: Goodwin Heritage 1990) AC: Michaels, 1981	DB 3 PROPOSAL – due Sun. 6/9 by 9 pm
Meeting 4 6/14	Discourse Analysis: Building Tasks <i>(Workshop: Transcribing, creating stanzas, preparing for analysis)</i>	Gee 2014, Ch 11-13 AC: Rogers & Wetzels, Ch 4 AC: Setati, 2005	DB 4
Meeting 5 6/21	CDA: Genre, Discourse, Style <i>(Determining ways of interacting, representing, being)</i>	Fairclough, Intro, Ch 1-3, (Rec: Ch 21-22) AC: Fairclough, Ch. 4	DB 5 Transcription due 6/23 by 9 pm
Meeting 6 6/28	CDA: Genre, Discourse, Style <i>(Practice)</i>	AC: Rogers & Wetzels, Ch 5 AC: Dorner & Layton, 2014 AC: Mattheis, 2016 AC: Hoeg & Bencze 2014	DB 6
Meeting 7 7/5	Multimodal Discourse <i>(Determining modes, using visual thinking strategies)</i>	Kress, Ch 1-3 (Rec: 4-5) Bezemer & Mavers, 2011 AC: Rogers & Wetzels, Ch 6	DB 7
Meeting 8 7/12	Multimodal Discourse <i>(Practice & preparing multimodal data)</i>	Kress, Ch 7 (Rec: Kress 2000) Norris 2002 AC: Kim & Dorner in press AC: Kim 2018 (AC: Nicholas 2016, optional)	DB 8
Meeting 9 7/19		<i>Draft Analysis Meetings w/ Prof</i>	Draft Analysis
Meeting 10 7/26	Final Project Presentation		Project PPT due by 9 pm
			Final paper due Sun 7/28 By 11:59 pm

* Assignments are due at 11:59 pm, the night before the day of class, except where noted.

** Faculty reserves the right to alter the schedule as necessary, with notification to students.

COURSE ASSIGNMENTS

PARTICIPATION (200 points)

1-1. Participation and Attendance (10 x 8 = 80 points)

For this course, active student participation is crucial. Students will share their thoughts and questions regularly. Together, we will debate theories and concepts from our readings. Students are expected to meet the following objectives:

- Attend all classes and be attentive (stay off technology, cell phones, etc.).
- Provide thoughtful and critical analysis of readings in large- and/or small-group discussions.
- Participate fully in class activities.

1-2. Online Discussion Board Posts (8 x 15 = 120 points)

Students will actively engage online, as they post reactions to readings and write preparatory assignments for their final. Students will not only reflect on readings individually, but also respond to others' posts. Students will receive up to 15 points based on the expectations listed below.

	Expectations	Points
Original Post	<ul style="list-style-type: none">- Address and answer all questions in DB- Apply and cite appropriately from course readings- Critically integrate ideas from readings and/or your own prior knowledge and experiences, with new information from the week's assignment- Write formally, using proper grammar, toward developing your own "academic voice"- Use APA style when referring to reading and other sources- Post your response by Thursday 3 p.m.	10
Peer Response	<ul style="list-style-type: none">- Respond to at least to two of your peers- In your response, provide your critical and constructive feedback.- Post your peer responses by Friday 3 p.m.	5

2. Discussion Facilitation on Readings (100 points)

Each student will present on class readings and facilitate class discussions and an activity. Students will receive up to 100 points based on the expectations listed below.

	Expectations	Points
	In class, present a brief analysis of the readings to place their work in historical context (disciplinary background, specialized knowledge, theories generated, etc.) and reveal significance of scholarly contributions.	20
	Facilitate an interactive class discussion by posing meaningful questions and perspectives that enable active participation (please refer to the online discussion board for the week's	30

readings).	
Engage the class with an activity that provides an opportunity to <i>do</i> discourse analysis (visual or hands-on way of approaching the material instead of a traditional lecture). Analyze and use actual sample text and/or multimodal artifact for your presentation and/or activity.	30
Make relevant connections with the course readings, previous discussions, and other resources.	10
Be creative and engaging, and keep the presentation to ~ 35 minutes including the activity.	10
	100

3. Article Critique (100 points)

Each student will analyze and present an article that demonstrates one particular approach to discourse analysis. The **main goal of this activity is to highlight how scholars *do* and publish discourse analyses**. Find an article relevant to your field of study and/or project for this class. Analyzing one of the recommended readings is an option. Students will receive up to 100 points based on the expectations listed below.

Expectations	Points
Post your critique on the Discussion Board; you can post as a Powerpoint, Word Document, Prezi, or any other presentation format.	10
In class, present a brief analysis of the author(s) to place the work in historical context (disciplinary background, current position, theories generated, etc.).	20
Describe and critique the article's discourse analysis , and whether the research findings seem trustworthy, consistent, and credible. Use the term and concepts from class.	40
Apply course readings/authors appropriately to do your article analysis.	20
Be creative and engaging, and keep your presentation to ~15 minutes . Leave time for questions ~ 10 minutes.	10
	100

DISCOURSE ANALYSIS PROJECT PREPARATION (300 POINTS)

4. Proposal (50 points) – *posted online*

You will submit a 2-3 page proposal for a discourse analysis project (double-spaced). Before you submit your proposal, explore the feasibility of your project. You should find one of the following on your topic: a major policy report, a historical document, a series of related news or magazine articles, a set of related websites, transcripts of a TV program, meeting, speech, or interview, etc. Ideally, choose something with visual elements as well as text. You want to be able to try a variety of approaches to the same text(s), and to analyze them on multiple levels. This process will be more time consuming than you expect. You should consider whether/how this project could be used toward your dissertation work and/or a formal presentation at a scholarly conference. You may work with other students or professors; although you may choose the same data, you will do your own analyses.

Your proposal must include:

Expectations	Points
An introduction/summary, posted in DB	5
A rationale for your topic selection and draft research question(s)	10
A description of the text(s) that you will analyze; links and/or samples in appendices	20
Your initial ideas about how you might approach the analysis with what you will “see” in the source at this point. This will evolve as the class goes along, but give it a try	10
Questions you have about the project; overall writing and quality	5
	50

5. Transcription (100 points)

You will transcribe at least 15~20 minutes of social interaction related to your proposed project, per Jefferson’s notations. The transcript must:

Expectations
Follow one or the combined conventions studied in class, which must be clearly labeled and described in a “transcription key”
Be from a social interaction, but this can include a social interaction where the ‘listener’ may not be as visible or have a large speaking role (e.g., a YouTube video clip)
Be at least 15-20 minutes long
Include at least 2 pages of close language transcription, using Jefferson’s notations

6. Draft Analysis (100) and Meeting (50 points)

In this course, you will practice different approaches to discourse analysis. For your final project preparation and paper, you must expand upon one of those approaches (or combinations of them), using the ideas and texts that you proposed at the beginning of the semester. You will share the draft analysis, then receive feedback on this draft analysis, in order to incorporate it into your final paper. Your draft analysis must include:

Expectations	Points
Information about the chosen text(s) for this assignment with an explanation of how it relates to your overall proposal/project	10
Detailed explanation of your data analysis procedure using terms and concepts from the course	25
A set of (tentative) claims or assertions based on your analysis with supporting evidence	40
A reflection on your process of conducting this type of discourse analysis, areas of challenges, changes you want to make in the future, and questions you still have	15
Overall quality of writing (APA style, appropriate reference list and appendices, grammar check, etc.)	10
	100

You will share the draft analysis which includes all components above with the professor in an individual meeting (50 points) for feedback.

7. Final Project Presentation (50 points)

Students will work on their proposed project throughout the semester toward their final project. At the end of the semester, students will present and defend their project using a PowerPoint presentation. In this presentation, students must:

Expectations	Points
Introduce the topic and rationale of the project.	5
Describe the theories and approaches used in the project.	15
Describe the methods used in the project.	15
Describe your (preliminary) findings.	10
Share remaining questions, plans for next steps, and critical reflections on your project; use this as an opportunity to get feedback.	5
	50

8. Final Paper – Discourse Analysis Project (250 points)

Using the draft analysis completed throughout the semester, students will write a paper (potentially) for publication. Situate your work in the field of discourse analysis/discourse studies by drawing on the course readings and other empirical literature relevant to your topic. Final project will be graded on the following rubric:

Expectations	Points
Introduction with a significant rationale for the study and clear thesis	30
Framework with sections on relevant theories, background/empirical research, and appropriate citation of literature, course readings, and other related materials that demonstrate your understanding of discourse analysis and how/why you have chosen your approach for the paper	50
Methods section which clearly explains your methodological procedures in designing and conducting your analysis	50
Findings , developed from a thorough discourse analysis of your chosen text materials	50
Conclusion (and implication).	25
Overall quality of paper (writing, organization, APA style) <ul style="list-style-type: none"> • Clear writing and organization of paper (15) • Appropriate in-text citations, reference list, and appendices, etc. (15) • Well-organized “sub-sections,” with relevant titles and a logical and coherent argument throughout the paper (15) 	45
	250

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>