

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

EDRS 818-003: Critical Discourse Analysis in Education Research
3 Credits, Fall 2024 (8/26-12/12)
Thursday/ 4:30 pm – 7:10 pm
Innovation Hall 330, Fairfax Campus

Faculty

Name: Dr. Sujin Kim
Office Hours: By appointment
Email Address: skim222@gmu.edu
Office Location: Thompson Hall 2604, Fairfax campus
Office Phone: 703-993-5271
Course Dates: August 26 – December 12

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, political, 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 with a particular focus on the relationship between discourse practice and power structure; 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 educational practices.

Course Delivery Method

This course will be delivered in a face-to-face format using lecture, student presentation, and collaborative learning. Students will also participate in weekly Discussion Board activities in Blackboard learning management system.

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)

The College of Education and Human Development (CEHD) is committed to: fostering collaboration and building community, promoting justice and equity, and advancing research-informed practice. This course supports each of these commitments by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their advocacy work for social justice and equity in their professional and learning contexts; to utilize discourse analysis to design and engage in innovative research and improve classroom practice.

Required Texts

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

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

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

Morgan, M. (2002). *Language, discourse, and power in African American culture*. Cambridge, UK: Cambridge University Press.

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

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

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

Recommended Texts

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 7 major assignments for this class, worth the following points.

1. Participation and online discussion board	20
2. Interactive Presentation/Discussion on Readings	10
3. Discourse Analysis Project Proposal with Annotated Bibliography	15
4. Discourse Analysis Project Transcription	10
5. Discourse Analysis Project Draft Analysis and Peer Feedback	15
6. Final Project Presentation	5
7. Final Project Paper	25
Total	100

Grading Policies

A+	99-100%	A	93 -98%	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).

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Class Schedule (subject to change)

Date	Course Content	Readings Due	Assignments Due*
Week 1 8/29	Introduction to course What is discourse and discourse analysis? What makes discourse analysis critical? Multiple approaches	Syllabus Rogers 2011, Ch 1-2 Gee 2014, Ch 1-2	Student Info Form Introduction Sign up for Presentation
Week 2 9/5	How can critical discourse analysis be used in education? <i>(Choose a topic)</i>	Rogers & Wetzel, Ch 1-2 Dorner et al., 2023 Lester et al. 2017 Martínez Alemán 2015	DB 1
Week 3 9/12	Discourse Analysis: Building Tasks <i>(Preparing for analysis – determine texts to analyze)</i>	Gee 2014, Ch 3, 4, 8 (rec: Ch. 5, 6, 7)	DB 2 Presentation 1
Week 4 9/19	Discourse Analysis: Building Tasks <i>(create stanzas and prepare data)</i>	Gee 2014, Ch 11-13 Rogers & Wetzel, Ch 4 Kim 2024	DB 3 Presentation 2
Week 5 9/26	Transcriptions: Theory and practice <i>(Transcribing language, social interaction)</i>	Gee 2014, Ch 9-10; Ochs 1999 Atkinson & Heritage 1999 (rec: Goodwin & Heritage 1990)	DB 4 Presentation 3
Week 6 10/3	CDA: Genre, Discourse, Style <i>(Determining ways of being, interacting, representing)</i>	Fairclough, Intro, Ch 1-3, (Rec: Ch 21-22)	DB 5 Presentation 4
Week 7 10/10	CDA: Genre, Discourse, Style <i>(Practice)</i>	Fairclough, Ch 4 Rogers & Wetzel, Ch 5 Dorner & Layton 2014	DB 6 Presentation 5
Week 8 10/17	<i>Consultation as requested</i>		Proposal with Annotated Bibliography due by 10/20
Week 9 10/24	Multimodal Discourse <i>(Determining modes, using visual thinking strategies)</i>	Kress, Ch 1-3 (Rec: 4-5) Kim & Dorner 2020 (rec: Pini 2011)	DB 7 Presentation 6
Week 10 10/31	Multimodal Discourse <i>(Practice & preparing multimodal data)</i>	Kress, Ch 7 (Rec: Kress 2000) Norris 2002 Rogers & Wetzel, Ch 6 (rec: Kim 2018)	DB 8 Presentation 7
Week 11 11/7	Small Group Meeting for Analysis Workshop and Feedback	Additional CDA examples (Articles in BB)	Transcription Due by 11/10
Week 12 11/14	Additional readings with CDA approaches: Context and contact in African American language and culture	Morgan, Ch 1-3 Morgan, Ch 4-6 Rogers et al. (2016)	DB 9 Presentation 8
Week 13 11/21	<i>Consultation as requested</i> <i>Work on CDA project analysis</i>		DB 10 Draft Analysis and Peer

			Feedback
Week 14 11/28	<i>Thanksgiving Break: No class</i>		
Week 15 12/5	Presenting CDA Project		Final Presentation
Final Due by 12/8			CDA Paper due 12/8

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

COURSE ASSIGNMENTS

PARTICIPATION (20 points)

1-1. Participation and Attendance (5 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 class sessions and be attentive.
- Attend and complete all asynchronous Blackboard discussions in a timely manner.
- Provide thoughtful and critical analysis of readings in all discussions.
- Provide peer comments to the main DB.
- Participate fully in class activities.

1-2. Online Discussion Board Posts (10 x 1.5 = 15 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 1.5 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 due day/time. 	1
Peer Response	<ul style="list-style-type: none"> - Respond to at least two of your peers - In your response, provide your critical and constructive feedback, questions, and suggestions - Post your peer responses by due day/time 	0.5

2. Discussion Facilitation on Readings (10 points)

Each student will present on class readings and facilitate class discussions and an activity. Students will receive up to 10 points based on the expectations listed below.

Expectations	Points
Present a brief and clear summary/analysis of the week's readings (up to 10 mins, keep it simple!) to place their work in historical context (disciplinary background, specialized knowledge, theories generated, etc.) and reveal significance of scholarly contributions. (The actual amount of reading will depend upon number of students in the class; we will work to ensure equity between and across groups.)	3
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 readings). Include a short example analysis of a text that provides an opportunity to <i>do and see</i> discourse analysis (visual or hands-on way of approaching the material instead of a traditional lecture). (20-25 mins)	5
Make relevant connections with the course readings, previous discussions, and other resources in your presentation	1
Be creative and engaging, and keep the presentation to ~ 35 minutes including the activity.	1
	10

DISCOURSE ANALYSIS PROJECT (70 POINTS)

3. Proposal including Annotated Bibliography (15 points)

You will submit a 6-8 page proposal for a critical discourse analysis project (double-spaced). Before you submit your proposal, explore the feasibility of your project. You may choose to analyze any combination of the following: major policy reports; historical documents; a series of related news or magazine articles; a set of related websites; transcripts of a TV program, meeting, speech, or interview; transcribed conversation that you recorded; legislation; and so on.

One of the goals of the course is to practice the different kinds of analytical approaches. So please choose a variety of data to analyze; your data set must include spoken, written, and multimodal communication. Take your best guess for how much data you may need to develop a "pilot" study during this semester. 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.

Finally, you are expected to find articles and background readings related to your chosen CDA topic (include at least 5 to 10 articles). In your proposal, please incorporate an annotated bibliography that meaningfully groups your literature into clear thematic categories. The annotated bibliography should include at least a paragraph summary for each major category/section of your proposed literature review.

Your proposal must include:

Expectations	Points
Introduction with a rationale for your topic selection and draft research question(s)	2
A description of the text(s) that you will analyze; links and/or samples in appendices	3
Your initial ideas about how you might approach the analysis with what you will “see” in the source at this point; what theories/concepts/CDA scholars you will apply and how. This will evolve as the class goes along, but give it a try	3
Questions you have about the project; overall writing and quality	2
Annotated bibliography (list of research and other literature) relevant for your project incorporated into your proposal	4
Cohesive, professional writing using correct APA citations	1
	15

5. Transcription (10 points)

You will transcribe at least 10~15 minutes of social interaction (from audio or video data) related to your proposed project, per Jefferson’s notations. The chosen data can be part of your own project or it can be data for this particular transcription exercise. The transcript must:

Expectations
Be at least 10-15 minutes long; 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)
Provide the context of the data (where, who, length, etc.)
Follow one or the combined conventions studied in class, which must be clearly labeled and described in your “transcription key” with your rationale for the notations (why did you choose them? What did they tell or did you expect them to tell you about your data?)
Provide a brief reflection on the transcription practice (e.g., what was new, informative, interesting, and challenging), including (1) the rationale for choosing to transcribe this document and use close transcription on this particular section; and (2) how you think this process will support your exploration into your research questions (be sure to name your current guiding questions and whether/if they've changed up to this point in the semester).
Include at least 2 pages of close language transcription , using Jefferson’s notations

6. Draft Analysis (10) and Peer Feedback (5 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. You will share the draft analysis which includes all components above with your critical peer group for feedback (5 points). Use expectations below for your peer feedback.

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	1
Detailed explanation of your data analysis procedure using terms and concepts from the course	3
A set of (tentative) claims or assertions based on your analysis with supporting evidence	4
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	2
	10

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

8. Final Paper – Discourse Analysis Project (25 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 that is supported throughout the paper	3
Framework with sections on relevant theories and background/empirical research of your chosen topic; demonstrate your understanding of the field of your study as well as critical discourse analysis as your conceptual framework (i.e., how/why you have chosen your approach for the paper) through appropriate citation of literature, course readings, and other related materials	5
Methods section which clearly explains your methodological procedures in designing and conducting your analysis; demonstrate your understanding of the methodological aspects of CDA in this section	5

Findings , developed from a thorough discourse analysis of your chosen text materials	5
Conclusion (and implication) with a brief summary and implications of your study	2
Overall quality of paper (writing, organization, APA style) <ul style="list-style-type: none"> • Clear writing and organization of paper (1.5) • Appropriate in-text citations, reference list, and appendices, etc. (1.5) • Well-organized “sub-sections,” with relevant titles and a logical and coherent argument throughout the paper; paper length between 20 and 25 pages (excluding references; double-spaced) (2) 	5
	25