EDUC 797 (Section A 01)
Special Topics: Classroom Discourse Analysis in Multilingual Multicultural Settings
Summer 2011
4:30-7:10 PM M.W.F

Instructor: Shelley D. Wong, Ed.D.
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Course Description

A. Prerequisites: Admission to PhD program, or permission of instructor.

B. Prepares participants with a working knowledge of discourse analysis and its application to ethnographic and qualitative research in education. We will focus on a classroom discourse analysis a resource to improve classroom interaction and as an analytic tool for a social analysis of education in multilingual multicultural educational settings.

C. Expanded Description: Specifically we will draw on the 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 ethnographic studies; 2) engage in collaborative analysis of multi-modal texts from popular culture and the media and analysis of discourse in educational settings. Through these activities we aim to use CDA to construct systematic, insightful and power interpretations of education.

Learner Outcomes

This course is designed to enable students to:

1. Become familiar with major contributions from Critical Discourse Analysis CDA in educational research

2. To become more fully aware of the connections between discourse and race/ethnicity identity, linguistic variety, social class, gender, and sexual identity in U.S. and international educational contexts with a focus on globalization, immigration and immigrant communities.

3. Gain experience in using (CDA) tools with examples from popular culture and the media.

4. Use discourse analysis to reflect on and improve classroom interaction.

5. Find examples of discourse analysis in their area of specialization

6. To become aware of the "hidden codes" promoted by interests within and external to education.

7. Promote a critical literacy involving writing, reading, presentation, organization, and research skills.

Nature of Course Delivery:

This course is a seminar format which includes professor and student-led discussions of the readings, activities to analyze multi-modal discourse from popular media and educational settings and collaborative projects to analyze classroom interaction. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Each session students will lead discussions on the readings and provide examples (textual or multi-modal) to illustrate concepts from the readings from the news and popular media. In addition students will be expected to work on one written text throughout the class (e.g. textbook, survey, documents, online chat, news stores) or transcript of an oral conversation, discussion, interview or classroom interaction for a final course project.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Professional Standards and CEHD Core Values

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.

Emergency Procedures:

You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert.

Required Texts:

Gee, J. P. (2010). *An Introduction to Discourse Analysis: Theory and Method, 3rd Edition.* NY; Routledge.

Rogers, R. (2004). *An Introduction to Discourse Analysis in Education*. NJ, Mahwah.

Recommended Texts (Select one):

Gee, J. P. (2011*). How to Do Discourse Analysis: A Tool Kit. NY; Routledge.*

Rex, L. A., Schiller, L. (2009*). Using Discourse Analysis to Improve Classroom Interaction.* NY: Routledge.

Other readings will be available through Blackboard (BB), E-reserves (ER) or E-journal (EJ).

Course Requirements and Evaluation

A: Course Requirements:

1) Participation/Presentation on a Readings: 30 %

2) Discourse Analysis Project   40 %

3) Professional Assignment (Choose a, b or c)   30 %
   a) Conference Proposal
   b) Report on CDA study, dissertation, journal article in
a specific field of specialization (i.e. Special Ed, IT, FSLED, Math, Policy)
   c) Book Review on a Discourse Analysis Book:

                                                                              30   %

                                                                              100   %

Assignments
High quality work (i.e., "A" work) is expected on all assignments and in class participation. All assignments must be completed. For full consideration, all Assignments are due to the professor *electronically* in the digital drop box prior to the beginning of class on the day they are due. Blackboard will not accept depostis after the due date and time of class. 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 our class Blackboard drop box at http://courses.gmuedu/. You need to install Java at java.com to upload assignments. Title each assignment with your last name and the name of the project/assignment. Also bring a copy of the completed assignment to class for discussion. If you are leading the discussion, please upload the handout to Blackboard on the date of the class session before your presentation date or provide handouts to the class. Use. APA style for all assignments (unless your field of specialization uses another style sheet, i.e. MLJ).

Grading Scale

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	**99-100**	**4.00**	**Satisfactory/Passing**
A	**Meets Standard**	**93-98.9**	**4.00**	**Satisfactory/Passing**
A-	**Meets Standard**	**90-92.9**	**3.67**	**Satisfactory/Passing**
B+	**Approaches Standard**	**88-89.9**	**3.33**	**Satisfactory/Passing**

Participation/Presentations on Readings

Scoring Rubric

(30% of Grade)

Levels: Criteria:	Little or No Evidence 1	Beginning: Does not Adequately Meet Expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations 4	Score
ATTENDANCE	Two or more unexcused absences.	One unexcused absence.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy.	
PREPARATION OF READINGS	No evidence of reading or preparation for class.	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.	
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Takes leadership in engaging peers in participation in discussions, activities, and projects.	
HOMEWORK, PROJECTS, EXEMPLARS	Rarely or never prepared with assignments or group work.	Sometimes prepared with assignments or group work.	Usually prepared with assignments or group work.	Always prepared with assignments and assumes leadership role for group work.	
RESPECT FOR COLLEAGUES	Disrespectful of classmates and/ or guest speakers.	Cursory respect for classmates and/ or guest speakers.	Usually demonstrates interest and respect for the opinion of others.	Demonstrates interest and respect for the opinion of others.	

Proposed Class Schedule

Class session	Topics and Assignments Due	Readings (come prepared to discuss)
Session 1 **05/23 (M)**	**What's the "C" in CDA?** **How to write a successful TESOL**	**An Introduction to Discourse Analysis: Chapter 1& Chapter 2**

	conference proposal	
Session 2 **05/25 (W)**	**In classroom Interaction** **Focus on Gender** **Failing at Fairness** **From Sadker and** **Sadker to Deborah** **Tannen, Deborah** **Cameron**	**An Introduction to** **Discourse Analysis:** **Chapter 3** **Rogers Text: Chapter 1**
Session 3 **05/27 (F)**	**Gender (Race) and** **Representation—Who** **Speaks for the** **Subaltern?** **TESOL Proposals Due**	**An Introduction to** **Discourse Analysis:** **Chapter 4** **Rogers Text: Chapter 2**
5/30 Memorial Day **No class**		
Session 4 **6/1 (W)**	**Ethnographic methods** **Critical race theory** **Whiteness** **Privilege** **Positionalities**	**An Introduction to** **Discourse Analysis:** **Chapters 5& 6** **Rogers Text: Chapter 3**
Session 5 **6/3 (F)**	**Ethics of research** **Ethnolinguistic diversity** **Accent Discrimination,** **World Englishes and** **NNESPs**	**An Introduction to** **Discourse Analysis:** **Chapter 7** **Rogers Text: Chapter 4**
Session 6 **6/6 (M)**	**Deficit models** **Reproduction,** **Globalization**	**An Introduction to** **Discourse Analysis:** **Chapter 8** **Rogers Text: Chapter** **5& 6**
Session 7 **6/8 (W)**	**Class matters**	**An Introduction to** **Discourse Analysis:** **Chapter 9** **Rogers Text: Chapter 7**

Session 8 **06/10(F)**	**Intersections of Class, Gender and Race** **Professional Assignment Due**	**An Introduction to Discourse Analysis: Chapter 10** **Rogers Text: Chapter 8**
Session 9 **06/13 (M)**	**Queer theory**	**An Introduction to Discourse Analysis: Chapter 11** **Rogers Text: Chapter 9**
Session 10 **06/15 (W)**	**Bullying in Schools**	**An Introduction to Discourse Analysis: Chapter 12** **Rogers Text: Chapter 10**
Session 11 **06/17 (F)**	**Discourses of (Post) Colonialism, War and Occupation** **Final Project Presentations**	**Rogers Text: Chapter 11**
Session 12 **06/20 (M)**	**Final Project Presentations**	

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