EDRS 818 D01: **Critical Discourse Analysis in Education Research**
Thompson Hall, L019
3 Credits, Summer 2016

PROFESSOR:

Name: Dr. Shelley D. Wong

Office hours: Tues & Thurs. 2:30-4:00 by appointment

Office location: Thompson Hall, Room 1505

Office phone: 703-993-3513

Email address: swong1@gmu.edu

COURSE DESCRIPTION:

A. **Prerequisites:**

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

B. **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.

C. **Expanded Course Description**

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 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 powerful interpretations of education.

DELIVERY METHOD:

This course will be delivered as a hybrid course with face to face, Skype and online sessions using an asynchronous format via the Blackboard learning management system (LMS) housed in the

MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on Tuesday, May 24, 2016.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - LISTALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES…
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- **Course Weeks:** Our course will **start** on Tuesday, May 24, 2016, and **finish** on Thursday, July 28, 2016.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 02 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, including, viewing on-line videos and reading all course materials prior to each session, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload**: Expect to log in to this course **at least 02 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, you can participate via telephone or web conference during my office hours.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:

This course is designed to enable students to:
- Become familiar with major contributions from Critical Discourse Analysis (CDA) in educational research.
- Become more fully aware of the connections between linguistic variety, discourse and difference including: age, (dis)Ability, race/ethnicity/religion, class, gender and sexual identities in U.S. and international educational contexts with a focus on globalization, immigration and immigrant communities.
- Gain experience in using (CDA) tools with examples from popular culture and the media.
- Use discourse analysis to reflect on and improve classroom interaction.
- Find examples of discourse analysis in their area of specialization.
- 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.
- Prepare conference proposals to the American Educational Research Association and conferences in their own fields.

PROFESSIONAL STANDARDS (College of Education and Human Development):

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:

Rogers, R. (2011). *An introduction to critical discourse analysis in education*. New York, NY: Routledge.

Scollon, R., Scollon, S. B. K., & Jones, R. H. (2012). *Intercultural communication: A discourse approach.* Malden, MA: Wiley-Blackwell.

RECOMMENDED TEXTS:

Bhopal, K., & Deuchar, R. (2016). *Researching marginalized groups*. New York: Routledge.

Gee, J. P. (2011). *How to do discourse analysis: A tool kit*. New York, NY: Routledge.

Rex, L. A., Schiller, L. (2009). *Using discourse analysis to improve classroom interaction.* New York, NY: Routledge.

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

COURSE ASSIGNMENTS:

    1. Assignment descriptions:

    A) Participation: Each student is expected to come to class having completed the readings and ready to discuss them.

    B) Presentations on Readings: Sign up for 3 readings. Prepare a 20 minute presentation with 10 minutes discussion.

    C) Final Project:
    Critical Discourse Analysis can be used to analyze texts, movies, media and social networks covering a wide range of topics including; politics, sports, art, discrimination, crime, immigration, racism, gender, homophobia, and many more. Reflect on how your membership and participation in various professional and scholarly associations can support your doctoral research interests. Provide a rationale for your choice of final project assignment (select one of 4 options below) and reflect on what you have learned for your future dissertation research.

You are strongly encouraged to work with a partner. If a joint project is submitted each author will write a separate section reflecting on the value--and challenges--of collaboration and the project's relevance to one's area of specialization, discipline and research and/or professional interests.

Select one of four options:
A. **Discourse Analysis Project:**   Each student needs to obtain permission to collect her/own data or use data by permission. If you plan to do a pilot study, arrange with your advisor for IRB approval (or exemption) prior to taking this class.   The discourse analyzed for the project can also be any audio, video or written text that is publicly available for example: YouTube video clips, TV or radio talk show segments, newspaper articles, textbooks, magazine ads, etc.

B. **Conference Proposal and/or Paper:** Discuss the conferences and associations in your specialization and provide a rationale for this particular conference. Investigate the genre(s). Attach the call for participation (including theme, requirements and deadline).   Identify the interest sections or divisions relating to your research interests. Interview someone who has attended the conference and obtain a copy of a successful proposal or paper. Attach an exemplar.

C. **Book review for journal or other serial publication:** Find examples of CDA book reviews in the journals valued by faculty in your field of specialization. Each journal or serial publications handles book reviews in their own ways. Attach submission requirements. Attach any correspondence with editors. Interview an expert and attach a few sample exemplars.

D. **CDA Literature review:** Report on CDA stud(ies), dissertation(s), journal articles in a specific field of specialization (e.g.,Special Ed, IT, FSLED, Math, Policy) in a topic of your choice. Identify 3 outstanding examples of CDA dissertations related to your research interests and focus on the methodology.   Include websites, electronic discussions, Youtube, TED talks and electronic resources.

2. Assignment weighting:

Participation:	10%
Presentations on Readings (Sign up for 3 worth 15% each)**:**	45 %
Final Project	45%
TOTAL:	100%

3. 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%		

4. Other expectations:

High quality work is expected on all assignments and in class participation. 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 and a paper copy is to be submitted to the professor. Blackboard will not accept deposits 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.gmu.edu/. 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 paper copy of the completed assignment to class for discussion. If you are leading the discussion, please upload the handout to Blackboard at least one class session *before* the class you present or provide handouts to the class on the date of your presentation. Use APA style for all assignments (unless your field of specialization uses another style sheet or convention, i.e. MLJ).

   5. Selected performance-based assessment: Please see rubrics.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

NA

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. 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.

d. 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/**).

e. 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/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/**).

h. The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (http://studentsupport.gmu.edu/) and the staff will follow up with the student.

PROFESSIONAL DISPOSITIONS

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

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/**.

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

PROPOSED CLASS SCHEDULE:

Class session	Topics and Assignments Due	Readings (come prepared to discuss)
Session 1 May 24	**Intercultural communication** **What is a discourse approach?**	**Scollon & Scollon: Chapter 1**
Session 2 May 26	**What's the "C" in CDA?** **Critical approaches to discourse analysis in educational research** **Zotero workshop with Chris McGee**	**Rogers Text: Chapter 1 & 2**
Session 3 May 31	**Speech acts, speech events, speech situations** **Researching grammar of context**	**Scollon & Scollon: Chapter 2 & 3**
Session 4 June 2	**Focus on gender from Sadker and Sadker Failing at fairness to Deborah Tannen to Deborah Cameron**	**Rogers Text: Chapter 3 & 4**
Session 5 June 7	**Deficit models reproduction, globalization** **Gender (race) and representation—Who speaks for the Subaltern?**	**Rogers Text: Chapter 5 & 6**
Session 6 June 9	**Ethnolinguistic diversity** **Accent discrimination,** **World Englishes and NNESPs** **Ethics of research** **Collecting and analyzing spoken data** **Collecting and analyzing written data**	**Scollon & Scollon Chapter 4 & 5**
Session 7 June 14	**Using discourse analysis to improve classroom interactions** **Difference within and across race** **Librarian Anne Driscoll: guest speaker**	**Rex and Schiller: Chapter 11 & 12 (pp. 97-118)**
Session 8 June 16	**Intersections of class, gender and race**	**Rogers Text: Chapter 7**
Session 9	**Class matters**	**Scollon & Scollon**

June 21	Ideologies in discourse	Chapter 6& 7
Session 10 June 23	Queer theory Public policy Bullying in schools Anti-oppression pedagogy North Carolina - Transgender	Rogers Text: Chapter 8
Session 11 June 28	Gender and sexuality Intercultural communication	Scollon & Scollon: Chapter 11 & 12
Session 12 June 30	Critical discourse analyst Multimodal analysis Generational discourse	Rogers Text: Chapter 9 & 10 Scollon & Scollon: Chapter 8, 9 & 10
Session 13 July 5	Discourses of (Post) colonialism, war and occupation	To be assigned.
Session 14 July 7	Multimodal discourse analysis	Rogers Text: Chapter 11,12 & 13
Session 15 July 28	Final project presentations	

ASSESSMENT RUBRICS:

Participation (10% 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 make up work with a classmate and the instructor prior to an excused absence or tardy.	Attends every class session on time or arranges for full participation with a classmate & the instructor prior to an excused absence or tardy.	
PREPARATION OF READINGS	Little evidence of preparation for class.	Prepared some of the time with some contributions to class discussions.	Prepared for most of the readings with thoughtful contribution to class	Always prepared with additional resources and for thoughtful contributions to class discussions.	
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Little to no participation in discussions, activities, or projects.	Some participation in discussions, activities, and projects but little evidence of supporting others	Always participates in discussion, activities, and projects and includes others, provides supportive feedback	Takes leadership in engaging peers in participation in discussions, activities, and projects. Supports others with constructive feedback	
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.	Some attention or support to classmates, guest speakers and visitors.	Demonstrates interest and respect for the opinion of others through written and oral feedback. Welcomes visitors and guest speakers.	Demonstrates interest and respect for the opinion of others through carefully written and oral feedback. Welcomes visitors and takes initiative to ask questions and involve others.	

Presentations on Readings (3 presentations 15%=45%)

Criteria	Beginning: Does not Adequately Meet Expectations 1	Developing: Meets Expectations Adequately 2	Accomplished: Strongly Meets Expectations 3	Score
1. The presenter presented background on the author/ authors to place their work in historical context/ reveal significance of scholarly contributions. The topic was thoroughly researched, revealing an explicit disciplinary or specialized knowledge.				
2. There was either an activity or visual or hands on way of approaching the material—not only a traditional lecture. Actual samples of text (and/ or multi-modal artifact) were analyzed.				
3. The presenters posed questions/perspectives/that enabled active participation—dialogic classroom community—responded well to questions from the class.				
4. The historical and institutional context of the text or artifact selected are described in detail with a rationale for their selection for analysis.				
5. The presenters worked together as a team to bring out various aspects/points of view/experiences with the readings and to *connect* previous discussions, sessions, readings with respect to educational policies and practices.				

Final Project (45%)

Domain / Score Points	LITERATURE	SELECTION OF TEXT OR LANGUAGE IN USE	QUALITY OF ANALYSIS	IMPLICATIONS	REFLECTIONS	QUALITY OF WRITING
4	References many theories and studies from broader field of CDA and issues posed within a particular specialization	Clearly describes the rationale for selection of the text and describes the institutional context of the language in use with respect to Big D discourse(s)	Links "Big D" and little d discourse; discusses units of analysis and methodologies and tools employed with reference to other studies	Discusses implications and makes recommendations for educational policy and practice	Present unique perspectives, positionalities, identities and voice of the author's engagement with CDA through her/his field of research specialization and professional and personal lenses for future doctoral research	The paper is ready to be submitted for review. It has been edited for misspelled words and grammar. About 10-12 pages, double spaced and in APA style.
3	References authors from CDA course readings and a few studies within author's specialization	Provides a rationale for the selection and describes the institutional context of the language in use	Discusses the units of analysis and methodologies employed but not clearly linked to CDA methodology	Discusses implications and recommendations for educational policy or practice, but not both.	Reflects on what the author has learned about CDA for research in his/her field of specialization.	The paper is of doctoral student quality, well organized, argued clearly, edited for misspelled words and grammar. About 10-12 pages, double spaced and in APA style.