

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
PhD in Education Program**

EDRS 818.001-Critical Discourse Analysis in Education Research
3 Credits, Fall 2017
Thursdays 4:30 pm-7:10 pm, Robinson Hall, A243-Fairfax Campus

Professor

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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 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.

Course Delivery Method

This course will be delivered face to face through lecture-whole class, student presentation, and collaborative learning format.

Learner Outcomes or Objectives

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

1. Become familiar with major contributions from Critical Discourse Analysis (CDA) in educational research.
2. 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.
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. Increase awareness 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.
8. Prepare conference proposals to the American Educational Research Association and conferences in their own fields.

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

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

Scollon, R., Scollon, S. , & 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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

- 1. Assignment descriptions:*

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

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

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.

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) on 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

Professional Dispositions

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

Class Schedule

Class session	Topics and Assignments Due	Readings (come prepared to discuss)
Session 1 August 31	Intercultural communication What is a discourse approach?	Scollon & Scollon: Chapter 1
Session 2 September 7	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 September 14	Speech acts, speech events, speech situations Researching grammar of context	Scollon & Scollon: Chapter 2 & 3

Session 4 September 21	Focus on gender from Sadker and Sadker Failing at fairness to Deborah Tannen to Deborah Cameron	Rogers Text: Chapter 3 & 4
Session 5 September 28	Deficit models reproduction, globalization Gender (race) and representation—Who speaks for the Subaltern?	Rogers Text: Chapter 5 & 6
Session 6 October 5	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 October 12	Using discourse analysis to improve classroom interactions Difference within and across race	Rex and Schiller: Chapter 11 & 12 (pp. 97-118)
Session 8 October 19	Brown lecture: Alfredo J. Artiles <i>Where</i> <i>The Ronald Reagan Building & International Trade</i> <i>Center</i> <i>1300 Pennsylvania Avenue, NW, Washington, D.C.</i> <i>(Federal Building: Photo ID Required to Enter)</i> http://www.aera.net/Events- Meetings/Annual-Brown-Lecture-in- Education-Research <i>(link to register to attend)</i> Intersections of class, gender and race and (dis)Ability	Artiles Article: Link to Artiles Article Cavendish, Artiles and Harry Article Artiles, Dorn and Bal Article: Chapter 21 Disability Intersections
Session 9 October 26	Class matters Ideologies in discourse	Scollon & Scollon Chapter 6 & 7
Session 10	Queer theory	Rogers Text:

November 2	Public policy Bullying in schools Anti-oppression pedagogy North Carolina - Transgender	Chapter 7 & Chapter 8 Terriquez Article: <u>Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigration Rights Movement</u>
Session 11 November 9	Gender and sexuality Intercultural communication	Scollon & Scollon: Chapter 11 & 12
Session 12 November 16	Critical discourse analyst Multimodal analysis Generational discourse	Rogers Text: Chapter 9 & 10 Scollon & Scollon: Chapter 8, 9 & 10
November 23-NO CLASS-THANKSGIVING BREAK		
Session 13 November 30	Discourses of (Post) colonialism, war and occupation Final project presentations	To be assigned from: Bhopal and Deuchar: From research to transformative action: Interpreting research critically. (pp. 183-195) Gee: Unit 1 (pp 8-28)
Session 14 December 7	Multimodal discourse analysis Final project presentations	Rogers Text: Chapter 11,12 & 13

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

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://coursesupport.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/> .

ASSESSMENT RUBRICS:

Participation (10% of Grade)

<i>Levels:</i>					
<i>Criteria:</i>	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,	Rarely or never prepared with	Sometimes prepared with	Usually prepared with	Always prepared with assignments	

EXEMPLARS	assignments or group work.	assignments or group work.	assignments or group work.	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.				

<p>3. The presenters posed questions/perspectives/that enabled active participation— dialogic classroom community— responded well to questions from the class.</p>				
<p>4. The historical and institutional context of the text or artifact selected are described in detail with a rationale for their selection for analysis.</p>				
<p>5. The presenters worked together as a team to bring out various aspects/points of view/experiences with the readings and to <i>connect</i> previous discussions, sessions, readings with respect to educational policies and practices.</p>				

Final Project (45%)

Final Project (Professional/scholarly presentation or publication) - 45 points

CRITERIA	Little or No Evidence 1	Beginning: Does not adequately meet expectations 2	Developing: Meets Expectation adequately 3	Accomplished: (clear, convincing, substantial evidence; to the highest degree) 4	Score
1. Provides a rationale for the choice of assignment and reflects on the benefits of participating in various professional and scholarly associations.					
2. Investigates the Genre(s) a) Conference, Attaches the call for participation for this conference (including theme, requirements and deadline). b) Journal or other serial					

<p>publication: attach a model review of a conference or book and submission requirements. Provide a sample of a conference proposal. Attach sample conference reviews or book reviews or Call for authors.</p>					
<p>3. Interviews an expert (telephone, on-line or face to face interview) approaches a potential mentor to seek advice concerning identifying an important scholarly conference or publication in your field of specialization. Identify the interest sections or divisions relating to your research interests or structures within the association/organization</p>					
<p>4. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you</p>					

work to develop expertise through interdisciplinary work?					
5. The conference proposal/review or book review speaks to the particular discourse community effectively.					
6. Reflects on what the author has learned through course readings and this project that have relevance for her/his future research (or dissertation).					
7. Reflects on the value of this assignment for addressing educational policy and pedagogical practices in one's field(s) of specialization.					
8. Referencing is done in					

correct APA style or the style of the discipline					
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Final Project: Professional/Scholarly Conference Proposal, Paper and/or Report on Conference or Book Review for Scholarly or Professional Publication

1. Reflect on how your membership in various professional and scholarly associations will benefit from participating in professional development opportunities and conferences. Provide a rationale for your choice of assignment with respect to research, educational policies and practices.
2. Investigate the Genre(s) for presentations: 1) Conference Attach the call for participation for this conference (including theme, requirements and deadline). 2) Journal or other serial publication: attach a model review of a conference or book and submission requirements.
3. Discuss your research (telephone, on-line or face to face interview) with a mentor in seeking advice concerning identifying an important scholarly conference or publication in your field of specialization. Identify the interest sections or divisions relating to your research interests.
4. Provide a sample of a conference proposal. Attach sample conference reviews or book reviews or Call for authors.
5. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you work to develop expertise through interdisciplinary work?

6. The conference proposal/review or book review speaks to the particular discourse community effectively.
7. Reflects on the value of this assignment for developing one's research interests.
8. Reflects on the value of this assignment for addressing educational policy and practices in your field(s) of specialization.
9. The appendix includes a list of resources for future reading/investigation: Conferences, journals, key scholars for future reading list.