EDRS 818-D02: Critical Discourse Analysis in Education Research
3 Credits, Summer 2018
Thompson Hall, Room 1010. Fairfax campus
Friday 5:00 pm - 9:00 pm (May 25th, June 8th, June 15th, June 22nd)
Friday 9:00 am – 4:00 pm (July 6th, July 13th, July 20th, July 27th)

**Faculty**

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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.

This course will be delivered online using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*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/

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**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. (2004). An introduction to critical discourse analysis in education. In *An introduction to critical discourse analysis in education*.Routledge.
Scollon, R., Scollon, S. W., & Jones, R. H. (2011). *Intercultural communication: A discourse approach*. John Wiley & Sons.

**Recommended textbook**
Gee, J. P. (2004). *An introduction to discourse analysis: Theory and method*. Routledge.
Gee, J. P. (2010). *How to do discourse analysis: A toolkit*. Routledge.
Rex, L. A., & Schiller, L. (2010). *Using discourse analysis to improve classroom interaction*. Routledge.
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 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:*

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

*3. Grading policies*:

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|---|---|---|---|---|---|---|---|
| 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 May 25 5pm - 9pm** | **Intercultural communication** <br><br> **What is a discourse approach?** <br><br> **Zotero and Library Research: Anne K. Melville & Chris Magee.** | **Scollon, Scollon., & Jones: Chapter 1** |
| **Session 2 June 8 5pm - 9pm** | **What's the "C" in CDA?** <br><br> **Critical approaches to discourse analysis in educational research** | **Rogers: Chapter 1 & 2 Lin, A. (2014). Critical Discourse Analysis in Applied Linguistics: A methodological Review.** *Annual Review of Applied Linguistics, 34, 213-232. Doi:10.1017/S0267190514000087* |
| **Session 3 June 15 5pm – 9pm** | **Speech acts, speech events, speech situations** <br> **Researching grammar of context** | **Scollon, Scollon., & Jones: Chapter 2 & 3** |
| **Session 4 June 22 5pm – 9pm** | **Focus on gender from Sadker and Sadker Failing at fairness to Deborah Tannen to Deborah Cameron** | **Rogers: Chapter 3 & 4** |
| **Session 5 July 6 9am – 4pm** | **Deficit models reproduction, globalization** <br> **Gender (race) and representation— Who speaks for the Subaltern?** | **Rogers: Chapter 5 & 6** |

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| **Break** | | |
| **Break** | **Ethnolinguistic diversity**<br>**Accent discrimination,**<br>**World Englishes and NNESPs**<br>**Ethics of research**<br>**Collecting and analyzing spoken data**<br>**Collecting and analyzing written data** | **Scollon, Scollon., & Jones: Chapter 4 & 5** |
| **3:30pm–4pm** | **Using discourse analysis to improve classroom interactions**<br>**Difference within and across race**<br><br>**Wrap up** | **Rex and Schiller: Chapter 11 & 12 (pp. 97-118)** |
| **Session 6**<br>**July 13**<br>**9am – 4pm** | **Intersections of class, gender and race and (dis)Ability – Part I** | Wendy Cavendish, Alfredo J. Artiles, And Beth Harry (*2014*) Tracking Inequality 60 Years After *Brown*: Does Policy Legitimize The Racialization Of Disability?. Multiple Voices For Ethnically Diverse Exceptional Learners: Fall 2014, Vol. 14, No. 2, Pp. 30-40. |
| | **Class matters, Marx**<br>**Ideologies in discourse** | Marx, K., & Engels, F. (1972). *The german ideology* (Vol. 1). International Publishers Co. (Selection to be announced) |
| | **Queer theory**<br>**Public policy**<br>**Bullying in schools**<br>**Anti-oppression pedagogy**<br>**North Carolina - Transgender** | **Scollon, Scollon & Jones: Chapter 6 & 7**<br><br>**Rogers: Chapter 7 & Chapter 8**<br><br>**Terriquez, V. (2015).**<br>**Intersectional mobilization,** |

| | | social movement spillover, and queer youth leadership in the immigrant rights movement. *Social Problems*, *62*(3), 343-362. |
|---|---|---|
| **Session 7**<br>**July 20**<br>**9am – 4pm** | **Intersections of class, gender and race and (dis)Ability – Part II**<br>**Intercultural communication.**<br><br>**Critical discourse analyst**<br>**Multimodal analysis**<br><br>**Generational discourse** | **Scollon, Scollon &Jones: Chapter 11 & 12**<br><br><br>**Rogers: Chapter 9 & 10**<br><br><br>**Scollon, Scollon &Jones: Chapter 8, 9 & 10** |
| **Session 8**<br>**July 27**<br>**9am – 4pm** | **Discourses of (Post) colonialism, war and occupation**<br>**Final project presentations**<br><br>**Multimodal discourse analysis**<br>**Final project presentations** | **Austin, T., Pirbhai-Illich, F., Grant, R., Wong, S., Tinker Sachs, G., Nasser, I., Kumagai, Y. (2015). From research to transformative action: Interpreting research critically. (pp. 183-195). In Bhopal, K., & Deuchar, R. (Eds.). *Researching marginalized groups*.New York and London: Routledge.**<br><br>**Gee: Unit 1 (pp 8-28)**<br><br>**Rogers: 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://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/ .**

**ASSESSMENT RUBRICS:**

Participation (10% of Grade)

| Levels:<br><br>Criteria: | Little or No Evidence<br>1 | Beginning: Does not Adequately Meet Expectations<br>2 | Developing: Meets Expectations Adequately<br>3 | Accomplished: Strongly Meets Expectations<br>4 | Score |
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| **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. | |
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| **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** |
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| 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. | | | | |

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| 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%)

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

| CRITERIA | Little or No Evidence<br><br>1 | Beginning:<br><br>Does not adequately meet expectations<br><br>2 | Developing:<br><br>Meets Expectation adequately<br><br>3 | **Accomplished:**<br><br>(clear, convincing, substantial evidence; to the highest degree)<br><br>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 | | | | | |

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| 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. | | | | |
| 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 | | | | |
| 4. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you | | | | |

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| 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.