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

EDRS 818-D01: Critical Discourse Analysis in Education Research
3 Credits, Summer 2020
Online Synchronous (five to six Fridays 4:30 pm-6:30 pm) /Asynchronous

Faculty

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Course Dates:	June 1 – August 5
Meeting Time:	Friday 4:30 pm – 6:30 pm (synchronous Fridays sessions will be announced)
Meeting Location:	Online Zoom/Blackboard

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 various types of interactional texts; 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 education.

Course Delivery Method

This course will be delivered online using a synchronous or an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and Zoom. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

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/

Expectations

Course Week: Our course week will begin on Monday and end on Sunday. Synchronous meetings will 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 3 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:

- 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)

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

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

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

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

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

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

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

Recommended textbook

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

1. Participation (synchronous) and online discussion board	**20**
2. Discussion Facilitation for Readings	**10**
3. Article Critique	**10**
4. Discourse Analysis Project Proposal	**5**
5. Discourse Analysis Project Transcription	**10**
6. Discourse Analysis Project Draft Analysis and Meeting	**15**
7. Final Project Presentation	**5**
8. Final Project Paper	**25**
Total	**100**

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%		

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).

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

Class Schedule (subject to change)

Date	Course Content	Readings Due	Assignments Due*
Meeting 1 6/1-6/7 BB 6/5 Zoom	Introduction to Course What is discourse analysis? What makes it critical?	Syllabus Rogers 2011, Ch 1 Gee, 2014, Ch 1-2	Student Information Sheet DB 1
Meeting 2 6/8-6/14 BB	How can critical discourse analysis be used in education? *(Choose a topic)*	Rogers 2011, Ch 2 Rogers & Wetzel Ch 1-2 Lester et al 2017	Discussion Board: DB 2 Proposal draft
Meeting 3 6/15-6/21BB 6/19 Zoom	Discourse Analysis: Building Tasks *(Determining which texts to analyze; Transcribing language, social interaction)*	Gee 2014, Ch 3, 8, 9 Atkinson/Heritage & Ochs 1999 (Rec: Goodwin Heritage 1990) AC: Michaels, 1981	DB 3 **PROPOSAL – due**
Meeting 4 6/22-6/28 BB 6/26 Zoom	Discourse Analysis: Building Tasks *(Workshop: Transcribing, creating stanzas, preparing for analysis)*	Gee 2014, Ch 11-13 AC: Rogers & Wetzel, Ch 4 AC: Setati, 2005	DB 4
Meeting 5 6/29-7/5 BB	CDA: Genre, Discourse, Style *(Determining ways of interacting, representing, being)*	Fairclough, Intro, Ch 1-3, (Rec: Ch 21-22) AC: Fairclough, Ch. 4	DB 5 **Transcription due**
Meeting 6 7/6- 7/12 BB 7/10 Zoom	Multimodal Discourse *(Determining modes, using visual thinking strategies)*	Kress, Ch 1-3 (Rec: 4-5) Bezemer & Mavers, 2011 AC: Rogers & Wetzel, Ch 6	DB 6
Meeting 7 7/13-7/19 BB	CDA: Genre, Discourse, Style *(Practice)*	AC: Rogers & Wetzel, Ch 5 AC: Dorner & Layton, 2014 AC: Mattheis, 2016 AC: Hoeg & Bencze 2014	DB 7
Meeting 8 7/20-7/26 BB Optional Zoom 7/24	Multimodal Discourse *(Practice & preparing multimodal data)*	Kress, Ch 7 (Rec: Kress 2000) Norris 2002 AC: Kim & Dorner in press AC: Kim 2018 AC: Nicholas 2016	DB 8
Meeting 9 7/27-8/2	*Individual zoom conference*	*Draft Analysis Meetings w/ Prof*	***Draft Analysis***
Meeting 10 8/3-8/9 BB	**Final Project Presentation**		**Project PPT due**
			Final Paper due (8/9 Midnight)

* Faculty reserves the right to alter the schedule as necessary, with notification to students.
** Meeting dates/times for online zoom sessions may subject to change.

COURSE ASSIGNMENTS

PARTICIPATION (20 points)

1-1. Participation and Attendance (1 x 8* = 8 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 zoom sessions and be attentive.
- Attend and complete all asynchronous Blackboard sessions in a timely manner.
- Provide thoughtful and critical analysis of readings in all discussions.
- Provide peer comments to the main DB and article critique DB.

* Meeting 9 will be an individual work and conference week; Week 10 is the final presentation

1-2. Online Discussion Board Posts (8 x 1.5 = 12 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	- 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	1
	- 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.**	
Peer Response	- Respond to at least two of your peers	
	- In your response, provide your critical and constructive feedback, questions, and suggestions	0.5
	- Post your peer responses by **due day/time**	

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 100 points based on the expectations listed below.

Expectations	Points
In the designated Blackboard DB forum, present **a brief analysis of the week's readings (5-10 mins, keep it simple!)** to place their work in historical context (disciplinary background, specialized knowledge, theories generated, etc.) and reveal significance of scholarly contributions. **Use a video tool that is compatible with BB for your presentation** (e.g., Kaltura, Loom)	3
Include a short example analysis of a text that provides an opportunity to *do and see* discourse analysis (visual or hands-on way of approaching the material instead of a traditional lecture). Analyze and use actual sample text and/or multimodal artifact for your presentation. **(5-10 mins)**	3
Facilitate an interactive class discussion in DB by posing one or two meaningful questions and perspectives that enable active participation. Please first check with the professor regarding your questions in advance. **Provide feedback, comments, and questions** for your peers	2
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 ~ 20 minutes maximum	1
	10

3. Article Critique (10 points)

Each student will analyze and present an article that demonstrates one particular approach to discourse analysis. The **main goal of this activity is to highlight how scholars *do* and publish discourse analyses**. Finding and analyzing an article relevant to your field is an option. Students will receive up to 10 points based on the expectations listed below.

Expectations	Points
Create and upload a short video presentation (e.g., narrated powerpoint or prezi) of your critique on the Discussion Board; use screen capture tools (e.g., Kaltura, loom)	1
In your video, **present a brief analysis of the author(s)** to place the work in historical context (disciplinary background, current position, theories generated, etc)	2
Describe and critique the article's discourse analysis, and whether the research findings seem trustworthy, consistent, and credible. Use the term and concepts from class.	4
Apply course readings/authors appropriately to do your article analysis	2
Be creative and engaging, and keep your presentation to no more than 15 minutes. Provide feedback for your peer comments and questions under your presentation	1
	10

DISCOURSE ANALYSIS PROJECT PREPARATION (300 POINTS)

4. Proposal (5 points) – Post in DB

You will submit a 2-3 page proposal for a discourse analysis project (double-spaced). Before you submit your proposal, explore the feasibility of your project. You should find one of the following on your topic: a major policy report, a historical document, a series of related news or magazine articles, a set of related websites, transcripts of a TV program, meeting, speech, or interview, etc. Ideally, choose something with visual elements as well as text. You want to be able to try a variety of approaches to the same text(s), and to analyze them on multiple levels. 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.

Your proposal must include:

Expectations	Points
An introduction/summary, posted in DB	1
A rationale for your topic selection and draft research question(s)	1
A description of the text(s) that you will analyze; links and/or samples in appendices	1
Your initial ideas about how you might approach the analysis with what you will "see" in the source at this point. This will evolve as the class goes along, but give it a try	1
Questions you have about the project; overall writing and quality	1
	5

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
Follow one or the combined conventions studied in class, which must be clearly labeled and described in a "transcription key"
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)
Be at least 10-15 minutes long
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. 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	2.5
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	1.5
Overall quality of writing (APA style, appropriate reference list and appendices, grammar check, etc.)	1
	10

You will share the draft analysis which includes all components above with your critical peer group for feedback (5 points). Use expectations above for your peer feedback.

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	Points
Introduce the topic and rationale of the project.	0.5
Describe the theories and approaches used in the project.	1.5
Describe the methods used in the project.	1.5
Describe your (preliminary) findings.	1
Share remaining questions, plans for next steps, and critical reflections on your project; use this as an opportunity to get feedback.	0.5
	5

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	3
Framework with sections on relevant theories, background/empirical research, and appropriate citation of literature, course readings, and other related materials that demonstrate your understanding of discourse analysis and how/why you have chosen your approach for the paper	5
Methods section which clearly explains your methodological procedures in designing and conducting your analysis	5
Findings, developed from a thorough discourse analysis of your chosen text materials	5
Conclusion (and implication).	2
Overall quality of paper (writing, organization, APA style) • 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 (2)	5
	25

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

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

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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 from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .