

ELAN 8030: Discourse Analysis

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Office hours: Thursdays 3:00–4:30 pm or by appointment

***Syllabus development and approach inspired by former collaboration with Dr. Jerri Willett and Dr. Andres Ramirez and by research and syllabus of Dr. Mary Schleppegrell**

Course Description

Educators conduct discourse analysis for a wide range of pedagogical and research purposes, including an investigation of students' writing development over time; analysis of language policies and practices in particular institutions; and analysis of the connections between micro level classroom interactions, institutional and larger societal practices. Although the contributions of other approaches to discourse analysis will be discussed in preliminary sessions, we will focus primarily on the close analysis of language as a resource for a social analysis of education. Specifically, we will draw on the resources of systemic functional linguistics, genre/text studies, interactional sociolinguistics and critical social theory to understand how semiotic features of texts constitute and are constituted by the processes and contexts in which they are embedded. Using a seminar format, participants will 1) discuss selected readings on DA and CDA methodology and key theoretical constructs; 2) engage in recursive analyses of spoken, multimodal and written texts from different disciplines and contexts, the selection of which will be shaped by the research interests of seminar participant; 3) write final papers that situate close textual analysis within a larger exploration of socio-historical contextual factors. Through these activities, participants will develop a deeper understanding of how discourse analysis can be used to construct systematic interpretations of institutional and micro level discourses in social research. A basic understanding of linguistic features of text, particularly of syntactical components (e.g., subject, verb, object patterns; mood; subordination; modality) is assumed but resources will be available for those who feel they need a more in-depth review.

Required Texts

Prerequisite Reading (Please read before class meets for first time)

Rymes, B. (2009). *Classroom discourse analysis: A tool for critical reflection*. Cresskill: Hampton Press.

Course Readings

Bloome, D., Carter, S.P., Christian, B.M., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events*. Mahwah: Lawrence Erlbaum.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: UNSW Press.

Martin, J., & Rose, D. (2003). *Working with discourse*. London: Continuum.

Rogers, Rebecca (2003). *A critical discourse analysis of family literacy practices: Power in and out of print*. Mahwah: Erlbaum.

Additional assigned readings will be available on our course elearning commons site. As the semester unfolds, fewer readings will be assigned so that participants can focus on independent readings that inform their course research project.

Policies

Academic Honesty: All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including course failure and/or dismissal from the university. Plagiarism will result in course failure. Refer to the APA publication manual for correct referencing and citations: <http://www.apastyle.org/>. All academic work must meet the standards contained in "A Culture of Honesty." Please see: http://www.uga.edu/academic_honesty/index.html

Students with Disabilities: I am personally committed, as is the University of Georgia, to full inclusion of students. If you have a documented disability and require academic accommodations, please contact me individually. You may also contact Disabled Student Services (DSS), 706-542-8719 (voice) 706-542-8778 (TTY) or on the web at www.drc.uga.edu.

Cell phones

Students must turn off cell phones during class time.

Late work: Late work will be docked 2 points/day and will receive few comments.

Grading scale: 94–100 A, 91–93 A-, 88–90 B+, 84–87 B, 81–83 B-, 78–80 C+, 74–77 C, 71–73 C-

Course Requirements

- **Class participation**: Careful reading of assigned texts and active participation in discussion. Participants will be responsible for facilitating discussion of some class readings (schedule will be determined on third week of class).

- Textual analysis of a selected written or oral text that interests you: Each week you will analyze the “text” from different perspective and use this overall analysis in final project where you situate your micro analyses in larger sociocultural exploration of the context wherein this text was produced and disseminated.
- Presentation of your analysis to the class with clear supporting evidence from the text for any claims you make.
- Discourse Analysis Paper (10-12) that links your research interests with the topics and issues raised in class (see short guidelines below)
 - *Statement of the problem* that provides a brief description of why you are focusing on the particular approach and questions in your study
 - *Theoretical framework* that describes the constructs and readings that informed your theoretical approach
 - *Methods*: Description of your research site and participants; data collection; analytic framework
 - *Brief contextual description* that provides overview of the institutional context of your selected data (e.g., school policies, demographics, diagram of physical layout)
 - *Findings*
 - *Implications* that explain how your findings could help to inform institutional and micro level practices and research.

Recommended Readings

- Bakhtin, M.M. (1981). Discourse in the novel. In M. Holquist (Ed.), *The dialogic imagination: Four essays*. Austin: University of Texas Press.
- Bakhtin, M.M. (1986). In M. Holquist & C. Emerson (Eds.), *Speech genres and other late essays* (1st ed.). Austin: University of Texas Press.
- Bazerman, C., & Prior, P. (2004). *What writing does and how it does it: An introduction to analyzing texts and textual practices*. Mahwah: Lawrence Erlbaum Associates Publishers.
- Bourdieu, P., & Thompson, J.B. (1991). *Language and symbolic power*. Cambridge, MA: Harvard University Press.
- Christie, F. (2002). *Classroom discourse analysis: A functional perspective*. London and New York: Continuum
- Cope, B., & Kalantzis, M. (1993). *The powers of literacy: A genre approach to teaching writing*. Pittsburgh: University of Pittsburgh Press.
- Cope, B., Kalantzis, M., & New London Group. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London and New York: Routledge.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge, UK and Cambridge, MA: Polity Press.

- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. London and New York: Longman.
- Fairclough, N. (2001). *Language and power* (2nd ed.). Harlow, England and New York: Longman.
- Foucault, M. (1977). *Truth and power*. In Colin Gordon (Ed.), *Power/Knowledge*. New York: Pantheon Books.
- Gee, J.P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.). London and Bristol, PA: Taylor & Francis.
- Gee, J.P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). London and New York: Routledge.
- Goffman, E. (1969). *The presentation of self in everyday life*. London: Allen Lane.
- Goffman, E. (1981). *Forms of talk*. Philadelphia: University of Pennsylvania Press.
- Gumperz, J.J. (1982). *Discourse strategies*. Cambridge and New York: Cambridge University Press.
- Jewitt, C., & Kress, G.R. (2003). *Multimodal literacy*. New York: P. Lang.
- Kress, G.R., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London; New York: Arnold; Oxford University Press.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England and New York: Longman.
- Rogers, Rebecca. (2004). *An introduction to critical discourse analysis in education*. Mahwah: L. Erlbaum Associates.
- Street, B. (1995). *Social literacies: Critical approaches to literacy in development, ethnography, and education*. London and New York: Longman.
- Weedon, C. (1996). *Feminist practice and poststructuralist theory* (2nd ed.). Cambridge, MA: Blackwell.
- Wodak, R., & Meyer, M. (2001). *Methods of critical discourse analysis*. London and Thousand Oaks, CA: Sage.

WEBSITES

- Discourse Analysis Online: <http://extra.shu.ac.uk/daol/current>.
- Discourse-in-Society: www.discourse-in-society.org.
- Douglas Demo. Discourse Analysis for Language Teachers: www.cal.org/resources/digest/0107demo.html.
- De Beaugrande. Text, Discourse, and Process. Toward a Multidisciplinary Science of Texts: www.beaugrande.bizland.com/TDPOpening.htm.
- What is meant by Discourse Analysis: <http://bank.rug.ac.be/da/da.htm>.

Harman, ELAN 8030 Schedule of classes (Subject to change!)

Week 1	Introduction
	Research Interest of participants Syllabus and Assignment Using linguistic analysis in social science and education contexts

	<p>Introduction to main constructs and approach</p> <p>Book discussion: Come prepared to discuss required reading: Rymes (2009).</p>
<p>Week 2</p>	<p style="text-align: center;">Text and Context</p> <p>Bloome et al. (2005). Introduction: Different approaches to DA. Butt, D.G., Lukin, A., & Matthiessen, C. (2004). "Grammar as Covert Operation", Special 9/11 volume of <i>Discourse and Society</i>. Halliday, M. (1999.) The notion of "context" in language education. In M. Ghadessy (Ed.), <i>Text and Context in Functional Linguistics</i> (pp. 1–24). Amsterdam: John Benjamins. Martin & Rose (2003): Chapter 1.</p> <p>Bring: A text from your research context that you would like to analyze. You will work with this text throughout the term. Make sure to choose one that you find interesting or problematic. Prepare brief description of the context that the text comes from.</p>
<p>Week 3</p>	<p style="text-align: center;">Analyzing Perspectives in Texts</p> <p>Bloome et al. (2005). Chapter 2. Knapp & Watkins (2005): Chapters 1–3. Martin & Rose, Chapter 2: Appraisal Coffin, C. (2003). Reconstruals of the past—settlement or invasion? The role of judgment analysis. In J.R. Martin & R. Wodak (Eds.), <i>Re-reading the past: Critical and functional perspectives on time and value</i> (pp.219–246). Amsterdam: John Benjamins.</p> <p>Identify the genre sequence and appraisal resources in your selected text. Write a paragraph about what the analysis reveals about meaning in your text. Bring two copies of your analysis to class.</p> <p>Decision in class about reading facilitation.</p>
<p>Week 4</p>	<p style="text-align: center;">Exploring Experiential Meanings</p> <p>Bloome et al. (2005): Chapter 1. Knapp & Martin (2004). (Choose chapter most relevant for your genre analysis). Martin & Rose (2003): Chapter 3. Halliday, M. (2002). Linguistic function and literary style: An inquiry into the language of William Golding's <i>The Inheritors</i> (1971). <i>Linguistics of text and discourse</i> (vol. 2, pp. 88–125). London: Continuum.</p>

	<p>Prepare a genre and ideational analysis of the text you have chosen. Write a paragraph about what the analysis reveals about meaning in your text. Bring two copies of your analysis to class.</p>
Week 5	<p style="text-align: center;">LIVE ACT: Power Dynamics</p> <p>Bakhtin, M. (1981). Excerpts from Discourse in the Novel. In M. Holquist (Ed.), <i>The dialogic imagination: Four essays by M. M. Bakhtin</i>. Austin: University of Texas Press.</p> <p>Bloome et al. (2005): Chapter 4.</p> <p>Martin & Rose (2003): Chapter 4: Conjunction.</p> <p>Harman et al. (in press). Performance and the carnivalesque in urban teacher education. <i>Excellence & Equity</i>.</p> <p>Come prepared to engage in LIVE theater performance and discourse analysis. Review Rymes (2009) in terms of transcribing oral discourse.</p> <p>Prepare conjunction analysis of the text you have chosen. Write a paragraph about what the analysis reveals about meaning in your text. Bring two copies of your analysis to class.</p>
Week 6	<p style="text-align: center;">Discourse Analysis in Education</p> <p>Tobin, J. (2005). Strengthening the use of qualitative research methods for studying literacy. <i>RRQ</i>, 40(1), 81–95.</p> <p>Martin & Rose (2003): Chapter 6. Identification.</p> <p>Gebhard, Harman & Seger (2007). Reclaiming Recess. <i>Language Arts</i>.</p> <p>Prepare identification analysis of the text you have chosen. Write a paragraph about what the analysis reveals about meaning in your text. Bring two copies of your analysis to class.</p>
Week 7	<p style="text-align: center;">Analyzing Classroom Talk Analysis of flow of information Developing discipline specific ways of meaning</p> <p>Martin & Rose (2003): Chapter 7, Periodicity. Fang & Schleppegrell (2008): Chapter 2 & 3 Science and History Discourse.</p>

	<p>Prepare periodicity analysis of the text you have chosen. Write a paragraph about what the analysis reveals about meaning in your text. Bring two copies of your analysis to class.</p>
Week 8	<p style="text-align: center;">Critical Discourse Analysis</p> <p>Martin & Rose: Chapter 8. Tackling a text. Gee, J. (2004). Discourse analysis: What makes in critical? In R. Rogers (Ed.) <i>An introduction to critical discourse analysis in education</i> (pp. 19–50).</p> <p>Write a brief assessment of the various analyses you have done. Which approaches have provided you with the most information or burning questions?</p>
Week 9	<p style="text-align: center;">Spring Break</p> <p>Read Rogers, Rebecca (2003). <i>A critical discourse analysis of family literacy practices: Power in and out of print</i>. Mahwah: Erlbaum.</p>
Week 10	<p style="text-align: center;">Book Discussion: Critical Discourse Analysis and Ethnography</p> <p>Rogers, Rebecca (2003). <i>A critical discourse analysis of family literacy practices: Power in and out of print</i>. Mahwah: Erlbaum.</p> <p>Bring two/three page analysis of book for discussion at Ruth’s House: write how you would use Roger’s approach in your particular research site.</p>
Week 11	<p style="text-align: center;">Multimodal Analysis and Literacies</p> <p>Chapman, A.P. (2003). A social semiotic of language and learning in school mathematics. In M. Anderson et al. (Eds.), <i>Educational perspectives on mathematics as semiosis: From thinking to interpreting to knowing</i> (pp. 129–0148).</p> <p>Young & Fitzgerald (2006): Chapter 6: Visual and Multimodal Analysis.</p> <p>Prepare short analysis of visual or multimodal text that relates to the other text you have been analyzing. Write short description of how it helped you in terms of understanding how visual and multimodal texts function.</p>

Week 12	<p style="text-align: center;">Critical Discourse Analysis in SFL</p> <p>Martin & Rose: Chapter 9: Connections Rogers et al. (2005). Critical discourse analysis in education: a review of the literature. <i>Review of Educational Research</i>, 75(3), 365–416.</p> <p>Write brief outline of the paper you will write and what you will include. Mention at least two to three readings that you will consult.</p>
Week 13	<p style="text-align: center;">Collaborative Analyses of Final Papers</p> <p>No formal class: Meet with at least one other member of the class and discuss your final project and how you can help each other.</p>
Week 14	<p style="text-align: center;">Addressivity and CDA Discourse Analysis</p> <p>Fairclough, Norman (2003). <i>Analyzing Discourse: Textual Analysis for Social Research</i>. London: Routledge. (Read Chapters 1–3).</p> <p>Bring rough copy of your final project (if possible) to receive feedback from your study partner(s).</p>
Week 15	<p style="text-align: center;">Bringing it Together Presentations and Discussion</p>
<p style="text-align: center;">Upload one copy and Deliver Hard Copy of Final Paper with Micro Analyses by NOON to 125 Aderhold</p>	