

Critical Discourse Analysis

EDUC 794D
Fall 2005
Friday 4:00-6:30

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Course Web Page: <http://www.umass.edu/accela/lc/794d/INDEX.HTML>

Introduction

This Critical Discourse Analysis (CDA) course provides participants with a working knowledge of CDA and its application to ethnographic and qualitative research education. Although the contributions of other approaches to discourse analysis to CDA will be mentioned in passing, 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 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 selected readings on CDA methodology, and key theoretical constructs; 2) engage in collaborative and recursive analyses of texts from our own ongoing research; 3) use and contribute to the accompanying website as a primary resource to guide and deepen specific interests that the course intends to promote. Through these activities we aim to better understand how to use CDA to construct systematic, insightful and powerful interpretations of education.

Requirements/Assignments

1) Presentation of a construct: You will need to a) choose one construct, b) briefly summarize how the construct has been conceptualized in the literature, c) develop a clear, succinct definition c) do a brief transcript of data, d) provide a brief context for the data that you have transcribed, e) analyze the data drawing on your definition of the construct, e) write a commentary on the challenges of using this construct in your analysis, and e) provide a list of references.

We have attached a list of constructs that you can choose from with one or two references to get you started. It is your responsibility to search for additional references. Please notice that in some

cases the author provided is the person who coined the construct. In other cases, however, the author is just someone who uses the construct in his/her work and to whom the construct is now related. This paper should be no more than three pages long. You will present your construct to the whole class on session 8 in order to get feedback, and then post your revisions on the CDA web page by Dec 9, 2005.

2)) Final Project: The final project will consist of an oral and a written text that has been analyzed in multiple ways throughout the course. Therefore, you will need to start working on your final project from the beginning of the course. Select a written text (e.g. textbook, survey, documents, student work, online chat, news story) and a transcript of an oral interactional text (i.e. conversation or discussion) from your research site. Towards the end of the course, develop a short final paper in which you will support a claim you want to make in your study. Choose excerpts from the transcripts that support the claim, develop defensible interpretations of the excerpts (i.e. provide the textual evidence for the claims you are making). For each excerpt, you should include contextual information, the analytic point you are going to make, the excerpt, a gloss of the excerpt, your analytic interpretation of the excerpt. In the appendix, include your full transcripts, with a description of your analytic methodology. Final paper due Dec 9, 2005.

Required Texts:

- Bloome, D., Powers, C. Christian, M.M., Otto, S. & Shuart-Faris, N. (2005). *Discourse Analysis and the study of Classroom Language and Literacy Events. A Microethnographic Perspective*. London: Lawrence Erlbaum Assoc.
- Fairclough, Norman (2003). *Analyzing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Butt et al. (2000). *Using functional grammar: an explorer's guide* (second edition). National Center for English language Teaching and Research: Macquarie University
- Rogers, Rebecca (2003). *A critical discourse analysis of family literacy practices: Power in and out of print*. Mahwah, NJ: Lawrence Erlbaum. (borrow from last year's students or order from Barnes and Nobles.)

(All book available at Amherst Books. Phone number 413-256-1547)

Recommended Readings

- Bakhtin, M. M. (1981). Discourse in the novel. In M. Holquist. *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, NJ: Lawrence Erlbaum Associates Publishers
- Bourdieu, P. & Thompson, J.B. (1991). Language and symbolic power. Harvard University Press, Cambridge, MA.
- Christie, F. (2002). *Classroom discourse analysis : A functional perspective*. London ; New York: Continuum
- Cope, B., Kalantzis, M., & New London Group. (2000). *Multiliteracies : Literacy learning and the design of social futures*. London ; New York: Routledge.
- Cope, B. & Kalantzis, M. (1993). *The Powers of literacy : a genre approach to teaching writing*. Pittsburgh: University of Pittsburgh Press
- Fairclough, N. (2001). *Language and power* (2nd ed.). Harlow, Eng. ; New York: Longman.
- Fairclough, N. (1995). *Critical discourse analysis : The critical study of language*. London ; New York: Longman.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge, UK ; Cambridge, MA: Polity Press.
- Foucault, M. (1977). Truth and power. In Colin Gordon (Eds). *Power/ Knowledge*. NY: Pantheon Books
- Gee, J. P. (2005). *An introduction to discourse analysis : Theory and method* (2nd ed.). London ; New York: Routledge.
- Gee, J. P. (1996). *Social linguistics and literacies : Ideology in discourses* (2nd ed.). London ; Bristol, PA: Taylor & Francis.
- Goffman, E. (1981). *Forms of talk*. Philadelphia: University of Pennsylvania Press
- Goffman, E. (1969). *The presentation of self in everyday life*. London: Allen Lane.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge Cambridgeshire ; 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. Longman, Harlow, England ; New York
- Rogers, Rebecca. (2004). An introduction to critical discourse analysis in education. Mahwah, N.J., L. Erlbaum Associates
- Street, B. (1995). Social literacies : critical approaches to literacy in development, ethnography, and education. Longman, London ; New York
- Weedon, C. (1996). *Feminist practice and poststructuralist theory* (2nd ed.). Cambridge, Mass.: Blackwell Pub.
- Wodak, R., & Meyer, M. (2001). *Methods of critical discourse analysis*. London ; Thousand Oaks Calif.: Sage

Schedule Of Classes

Session 1 (Sept 9)
-Research interests of participants -Syllabus and Assignments - Web page -ACCELA
Session 2 (Sept 16)
-Bloome et al. (2005) Introduction: Different approaches to DA -Butt et al. (2000) chapters 1 & 2: Functional Grammar Recommended : Christie, F. (2002). <i>Classroom discourse analysis : A functional perspective</i> . London ; New York: Continuum
Session 3 (Sept 23)
-Bloome et al. (2005). Chapter 1. A Microethnographic Approach to the Discourse Analysis of Classroom Language and Literacy Events. -Butt et al. (2000) chapter 3: exploring experiential meanings Recommended : -Bazerman, C. Intertextuality: how texts rely on other texts. In C. Bazerman & P. Prior (2004). <i>What writing does and how it does it: an introduction to analyzing texts and textual practices</i> . Mahwah, NJ: Lawrence Erlbaum Associates Publishers -Gee Chapter 2: Discourse analysis: what makes it critical? In Rebecca Rogers, (2004): <i>An introduction to critical discourse analysis in education</i> . Mahwah, N.J., L. Erlbaum Associates
Session 4 (Sept 30)
Preparing transcripts and transcript conventions- TBA Discuss who is doing what construct Recommended : -Gee chapter 6: Processing and organizing Language. In Gee, J. P. (2005). <i>An introduction to discourse analysis : Theory and method</i> (2nd ed.). London ; New York: Routledge. -Bakhtin, M. M. Discourse in the Novel. In Holquist, M. (1981). <i>The dialogic imagination : Four essays</i> . Austin: University of Texas Press. -Gumperz Chapter 6. In Gumperz, J. J. (1982). <i>Discourse strategies</i> . Cambridge Cambridgeshire; New York: University Press. - http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/page1.html
Session 5 (Oct 7)
-Bloome et al. (2005) Chapter 2: A microethnographic approach to the Discourse Analysis of Cultural Practices and classroom Language Literacy Events. -Butt et al. (2000) Chapters 4: Exploring Interpersonal Meanings Recommended: -Street Chapter 5: The schooling of literacy. In Street, B. (1995). <i>Social literacies: Critical approaches to literacy development, ethnography and education</i> . NY: Pearson Education -Gee Chapter 6: Discourse and literacies. In Gee, J. P. (1996). <i>Social linguistics and Literacies</i> . NY: Routledge
Session 6 (Oct 14)
-Bloome et al. (2005) Chapter 3: Discourse Analysis and the Exploration of Social

<p>Identity in classroom Language Literacy Events. -Butt et al. (2000) Chapters 5: Exploring Interpersonal Meanings Further Recommended: -Fairclough Chapter 5: Text analysis, constructing social relations and self. In Fairclough, N. (1992). <i>Discourse and social change</i>. Cambridge, UK ; Cambridge, MA: Polity Press. -Norton, B. (2000). <i>Identity and language learning: gender, ethnicity and educational change</i>. NY: Pearson Education</p>
<p>Session 7 (Oct 21)</p>
<p>- Bloome et al. (2005) Chapter 4: Discourse Analysis and the Exploration of Power Relations in classroom Language Literacy Events. -Butt et al. (2000) Chapters 6: Exploring Textual Meanings Recommended. -Bourdieu, P. & Thompson, J.B. (1991). <i>Language and symbolic Power</i>. Cambridge, MA: Harvard University Press -Foucault, M. Chapter 6. Truth and power. In Colin Gordon (Eds). <i>Power/ Knowledge</i>. NY: Pantheon Books, (1977) -Fairclough Chapter 2: Michel Foucault and the analysis of discourse. In Fairclough, N. (1992). <i>Discourse and social change</i>. Cambridge, MA: Polity Press.</p>
<p>Session 8 (Oct 28)</p>
<p>Construct Presentation for feedback Fairclough, Norman (2003): introduction and Chapters 1-3</p>
<p>Session 9 (Nov 4)</p>
<p>-Fairclough, Norman (2003) Chapter 4-6 -Butt et al. (2000) Chapters 7: Patterns of Clause Combination Recommended. -Kress, G. Genre as social process. In Bill Cope & Mary Kalantzis (1993). <i>The Powers of literacy : a genre approach to teaching writing</i>. Pittsburgh: University of Pittsburgh Press</p>
<p>Session 10 (Nov 14 (Monday is a Friday schedule)</p>
<p>-Part II. Fairclough, Norman (2003). "Genres and Action" -Butt et al. (2000) Chapters 8: Exploring Context Recommended : -Callagan, Knapp & Noble. Genre in Practice. In Bill Cope & Mary Kalantzis (1993). <i>The Powers of literacy : a genre approach to teaching writing</i>. Pittsburgh: University of Pittsburgh Press</p>
<p>Session 11 (Nov 18)</p>
<p>-Part III. Fairclough, Norman (2003). "Discourses and Representations -Butt et al. (2000) Chapters 9: Exploring Text</p>
<p style="text-align: center;">No class on Nov 25 (Thanksgiving recess).</p>
<p>Session 12 (December 2) Doris will lead discussion</p>
<p>-Rogers, Rebecca (2003) discuss how Rogers integrates CDA into an ethnography</p>
<p>Session 13 (December 9 last class)</p>
<p>-Ch. 5. Bloome, D (2005). Locating Microethnographic Discourse Analysis Studies of Classroom Language and Literacy Events and the Research imagination -Part IV. Fairclough, Norman (2003): Styles and Identities</p>

List of Constructs useful in CDA

Addressivity	Bakhtin (1981, 1986)
Agency	Fairclough (2003), Bloome (2005)
Alignment	Chapter 3 Rogers (2004)
Ambivalence	Fairclough (1992)
Appropriateness	Fairclough (1992,1995)
Argumentation	Fairclough (1992), Bloome (2005)
Articulation, disarticulation	Fairclough (1992)
Assumptions	Fairclough (2003)
Circumstances	Fairclough (2003)
Classification	Fairclough (2003)
Conflict	Chapter 3 Rogers (2004)
Cultural models	Gee (1996, 1999) & in Rogers (2004)
Dialogicality, dialogism	Bakhtin (1981, 1986) Fairclough (2003)
Disembedding	Fairclough (2003)
Double-voicedness	Bakhtin (1981, 1986)
Ethos	Fairclough (1992)
Evaluation	Fairclough (2003)
Footing	Goffman (1981)
Frames, framing (reframing)	Goffman (1981), Sarroub in Rogers (2004)
Hegemony	Fairclough (1995, 2003)
Hybridity	Bakhtin (??)
Identity	Gee (1999)
Ideology	Fairclough (1995, 2003), gee (1996)
Intercontextuality	Bloome (2005)
Interdiscursivity	Fairclough (2003), Bloome (2005)
Intersubjectivity	Fairclough (1992,2003), Bloome (2005)
Intertextuality	Fairclough (1992,2003), Bloome (2005)
Irony	Fairclough (1992)
Legitimation	Fairclough (2003)
Mediation	Fairclough (2003)
Modality	Fairclough (2003)
Multimodality	Cope & Kalantzis (2000), Kress & Van Leeuwen (2001), Jewitt & Kress (2003)
Orders of discourse	Fairclough (2003)
Performance, performer	Goffman (1959)
Personhood	Bloome (2005)
Politeness	Fairclough (1992)
Positioning	Harre & Luk van Langenhove (1999)
Power	Fairclough (1992), Bloome (2005)
Process types	Fairclough (2003)
Realignment	Goffman (1959)
Recontextualization	Rogers (2004)
Reflexivity	Stevens in Rogers (2004)
Repair	Sarroub in Rogers (2004)

Situated identities	Gee (1999)
Situated meanings	Gee (1999) & in Rogers (2004)
Situated practice	Cope & Kalantzis (2000)
Social identity	Fairclough (1992, 2003)
Social practice	Fairclough (1992)
Subjectivity	Weedon (1997)
Ventriloquation	Bakhtin (1981, 1986)