

ELAN 7732: Classroom Discourse Analysis

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Language and Literacy Education
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Office hours: Wednesdays 3pm – 4:30pm or by appointment

Course Description

This course will provide you with a working knowledge of discourse analysis (DA) and its application in classroom ethnographic and qualitative research. You will learn to “do” discourse analysis by engaging in collaborative and recursive analyses of videotaped and/or audio taped social interactions. The specific objectives of this course are to:

- Develop the ability to analyze classroom interactions or “discourse” (e.g., “turns-at-talk” ; “contextualization cues”) in terms of their power to support or impede students’ language and literacy development;
- Develop an understanding of how sociopolitical and institutional policies and practices can shape, and be shaped by, interactions that take place in classrooms
- Critique different theories of discourse analysis and the implications of these theories for classroom practice;
- Develop the ability to collaborate with colleagues in analyzing classroom interactions and making responsive pedagogical decisions.

Required texts

Cameron, D. (2001) *Working with spoken discourse*. London: Sage
Rymes, B. *Classroom Discourse Analysis: A Tool for Critical Reflection*. Cresskill, NJ: Hampton Press.

Additional assigned readings will be available on our course WebCT site.

WEBSITES

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Discourse Analysis Online: <http://extra.shu.ac.uk/daol/current/>

Discourse-in-Society: <http://www.discourse-in-society.org/>

Douglas Demo. Discourse Analysis for Language Teachers.

<http://www.cal.org/resources/digest/0107demo.html>

De Beaugrande. Text, Discourse and Process. Toward a Multidisciplinary Science of Texts.

<http://www.beaugrande.bizland.com/TDPOpening.htm>

What is meant by Discourse Analysis: <http://bank.rug.ac.be/da/da.htm>

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.

Assignments and grading scale:

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| Participation and Attendance | 10% |
| Weekly reading journal and other assignments to prepare for class discussion | 20% |
| Presentation of one assigned reading and core construct | 20% |
| Theater Participation and Discourse Analysis | 10% |
| Discourse Analysis Project: | 40% |
| First draft | 10% |
| Peer review | 10% |
| Final draft | 20% |

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-

Description of Assignments and Requirements

Participation/ Attendance (10%)

Regular class attendance and active participation is required for all students. Throughout the course you will be expected to participate in a variety of ways that will not be graded but will be included in an overall grade for participation. Because this course is run as a seminar, it is critical that students be present for each session. Your grade will be lowered for each missed class, unless a medical excuse is provided.

Weekly Reading Response (20%)

300-500 word synthesis that includes comments, questions and observations on each week's core readings, following the guidelines below. The synthesis process involves the following:

- 1) Prepare a 300-500 word, double-spaced typewritten synthesis based on each week's **core readings**. The synthesis is due the day before the topic is covered in class and needs to be uploaded to elearning commons site no later than 8pm on the eve of class (i.e. Tuesday evening). No late syntheses will be accepted.
- 2) During class, you will bring copy of paper to class and exchange it with one of your peers and read and discuss it together briefly. The ideas and experiences thus shared will contribute to the discussion on the topic of the day.
- 3) Syntheses will be marked according to the following scheme (see below for guidelines on grading):
 - the synthesis does not meet the minimum requirements
 - √ the synthesis meets the requirement
 - + the synthesis is exceptionally clear, focused, and persuasive.

4) Guidelines for writing the syntheses:

Please do not write summaries of the articles. Choose a theme from the assigned readings and demonstrate how all or several of the readings illustrate the point or issue chosen.

- ❖ Tell the reader how you are going to structure the synthesis; for example, identify the theme(s) you will be dealing with clearly from the outset.
- ❖ Be selective about what detail you choose to include.
- ❖ Demonstrate that you have done the reading, and that you have read, at least in respect to the theme(s) you have chosen to focus on, *closely and critically*.
- ❖ Explain *why* the points you mention are interesting or exciting or *why* you agree or disagree.
- ❖ Substantiate claims that you make yourself by indicating what you base them on, e.g. personal experience / observation.

Lead Class Discussion: (20%)

Select a week that you would like to do an INTERACTIVE class presentation expanding on the assigned readings (You may work in pairs, in which case you will do two presentations). A sign-up sheet will be circulated the second class meeting. The oral reading review presentations should include the following: a 5-minute summary and critique of the articles you are reviewing, including explicit links to the week's theme; and a 25-30 minute structured, interactive class activity that helps to involve the class in the arguments / concepts / questions raised by the readings. Note also: on the day of your presentation, you are responsible for facilitating the online discussion: that means, you need to read and comment on all of the online entries the night (or morning) before classes. This is a very helpful component for you as future college or precollege instructors so take it seriously.

Theater Participation and Discourse Analysis: (10%)

On two (or more if required) workshop days you will be asked to participate in collaborative theater activities and transcribe and analyze certain 'key' moments in the course of these improvised interactions. The proceedings will be taped for this purpose.

Discourse Analysis Project: (40%)

Transcribing and Analyzing a Speech Event

For this discourse analysis project you will choose a classroom interaction (provided to you by instructor or from your own data collection) that focuses on a specific question you have about the interactions between a teacher and a group of students; between a teacher and a specific focus student; or among a group of students. Please read carefully the class Human Subjects guidelines (see attached) for the activity before beginning if you plan to collect your own data.

During the course of the term you will transcribe selected portions of a speech event you have chosen and analyze it in multiple ways, applying the different set of ethnographic, interactional and critical discourse analysis tools we will explore on a weekly basis. You will hand in the transcript(s) and different analyses at the end of term along with your final discourse analysis paper (see schedule). You are encouraged to work with a partner in choosing, recording, transcribing and analyzing the literacy event but your final paper will be an individual endeavor.

Discourse Analysis Paper

You will write a 15-20 (approximately 4500-6500 word count) paper that should have the following elements:

- Statement of the problem that provides a brief description of why you have focused on this particular classroom literacy event (e.g. marginalization of ESL students in mainstream classrooms; silence and resistance of students; dominant talkers in IRE participant structures)
- Conceptual framework that describes how *at least three* of the course readings informed your theoretical and analytic approach to your study
- Brief ethnographic description that provides overview of the institutional and classroom context of your selected classroom speech event (e.g. school policies, demographics, diagram of physical layout)
- Analysis of your selected transcript in light of one of the core approaches discussed during term (e.g. issues related to the socio cultural context, interactional dynamics or teacher/ student agency)
- Pedagogical implications that explain how your analysis of this classroom interaction would change or solidify certain of your own teaching practices (be as concrete as possible).

WEBSITES

Discourse Analysis Online: <http://extra.shu.ac.uk/daol/current/>

Discourse-in-Society: <http://www.discourse-in-society.org/>

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Harman, ELAN 7732 Schedule (Subject to change!)

| Week | Topic | Reading due | Assignment due |
|-------------|---|---|--|
| August 16th | Introduction What is classroom discourse analysis? | None | None |
| August 23rd | Why look at discourse in our classroom? Out of the classroom? Theater improvisation: short reflection on discourse patterns | Cameron, D. (2001). <i>Working with spoken discourse</i> . Chapter 1 Rymes, B. (2008) <i>Classroom discourse analysis: a tool for critical reflection</i> . Chapter 1 & 2 Uploaded on elearning commons: Freire, P. (1996). Seventh letter: from talking to learners to taking to them and with them. In <i>Teachers as cultural workers: Letters to those who dare to teach</i> (pp.63-68). Boulder, CO: | Reading Log Informal (oral) report on five minutes of eavesdropping Decide what reading and related core construct you would like to present |

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| | | Westview | |
| Aug 30th | <p>Discourse and Identity: How does classroom discourse shape - and how it is shaped by - student and teacher identities?</p> <p>Role playing and brief analysis</p> <p>Facilitator(s)</p> <hr/> <hr/> | <p>Cameron, D. (2001): Identity, difference and power. Chapter 11</p> <p>Rymes, B. Chapter 2 (Sections 3-5)</p> <p>Gee, James (2000). Teenagers in new times: A new literacy studies perspective. <i>JAAL</i>, 43(5).</p> | <p>Reading Log</p> <p>Come prepared with “burning issue” related to your student or other set of identities</p> <p>Also, more detail on your observations of classroom interactions</p> |
| Sept 6th | <p>Tools of CDA: Introduction to analytic tools</p> <p>How do we know what’s going on in a classroom by looking at the social interactions?</p> <p>How do we represent this in a transcript?</p> <p>One minute transcripts of role playing activity</p> <p>Facilitator(s):</p> <hr/> <hr/> | <p>Cameron, D. Chapters 2 & 3</p> <p>Rymes, B. Chapters 3 & 4</p> <p>Ochs, E. Transcription as theory. In A. Jaworski and N. Coupland (Eds.), <i>The discourse reader</i> pp.167-182. London: Routledge</p> | <p>Reading Log (Write up one page of comments and questions on each assigned reading)</p> <p>Transcribe minute of UTUBE video with partner: bring link and transcription to class</p> |
| Sept 13th | <p>Performative Discourse</p> <p>Using Theater to Enhance Discourse Analysis Awareness (who’s talking? Who gets to talk?)</p> <p>Theater Workshop</p> <p>FLICKER CAMERAS – FILM AND DOWNLOAD</p> | <p>Cameron, D. Chapter 4 & 5</p> <p>Rymes, Chapter 5</p> <p>Uploaded on elearning commons:</p> <p>Harman, R. & McClure, G. All the school’s a stage: Critical Performative Pedagogy in Urban Education. <i>Equity and Excellence in Education</i>.</p> | <p>Reading Log</p> <p>PLEASE GET FLICKER CAMERAS FROM OIT</p> |

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| | 2 MINUTE SCENES | | |
| September 20 th | <p>FLICKER CAMERAS – FILM AND DOWNLOAD 2 MINUTE SCENES</p> <p>Conversational Analysis & Transcription Workshop</p> <p>Investigating turn taking: Sequence and IRE</p> <p>Who gets to talk in a speech event and what built-in constraints shape how and what we say?</p> <p>Facilitators: _____ _____</p> | <p>Cameron, D. Chapter 7 Rymes, B. Chapter 6</p> <p>Uploaded on elearning commons:</p> <p>Bloome, D., Carter, S.P., Christian, B.M., Otto, S., & Shuart-Faris, N. (2005). Turn taking. In <i>Discourse analysis and the study of classroom language and literacy events</i> (pp.27-33). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Gutierrez, K., Rymes, B., & Larson, J. (1995). Script, counter script and underlife in the classroom. James Brown versus Brown versus Board of Education. <i>Harvard Educational Review</i>, 65(3)</p> | <p>Viewing of your role playing (MPEGS podcast) and decision with group on what part to transcribe and analyze</p> <p>Reading Log</p> |
| Sept. 27th | <p>Interactional Sociolinguistics</p> <p>Indexicality and Contextualization Cues</p> <p>What are the consequences of conforming or not to normative expectations in specific socio cultural conversational exchanges?</p> <p>_____ _____</p> | <p>Cameron, D. Chapter 8</p> <p>Uploaded on elearning commons:</p> <p>Bloome, D., Carter, S.P., Christian, B.M., Otto, S., & Shuart-Faris, N. (2005). Contextualization cues. In <i>Discourse analysis and the study of classroom language and literacy events</i> (pp.8-27). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Kramsch, C. (1985). Classroom interaction and discourse options. <i>Studies in second language acquisition</i>, 7(2).</p> <p>Optional: Rymes, Chapter 6</p> | <p>Bring your 2-3 minute transcript (from theater workshop). Be prepared to discuss preliminary analysis of interaction</p> <p>Reading Log</p> |

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| <p>Oct. 5</p> | <p>Group Presentations on Theater DATA (20 Minutes Maximum)</p> <p>Interactional tools: Narrative activity</p> <p>When do students tell stories in class and what stories do they tell? What happens when students use a different narrative style from the cultural norm?</p> <p>Story telling</p> <p>Facilitators</p> <hr/> <hr/> | <p>Rymes, B. Chapter 7.</p> <p>Uploaded on elearning commons:</p> <p>Michaels, S. (1981). Sharing time: children’s narrative styles and differential access to literacy. <i>Language in Society</i> 10, 432-42.</p> <p>Labov, W. The transformation of experience in narrative. In A. Jaworski & N. Coupland (Eds.) <i>The Discourse Reader</i>. London: Routledge.</p> <p>Bloome, D., Carter, S.P., Christian, B.M., Otto, S., & Shuart-Faris, N. (2005). An example of classroom story-telling. In <i>Discourse analysis and the study of classroom language and literacy events</i> (pp.107-121). Mahwah, NJ: Lawrence Erlbaum.</p> | <p>Reading Log</p> <p>With your partner(s) be prepared to discuss your analysis of the turn taking and contextualization cues in your transcript</p> <p>Bring a story to tell and role play</p> |
| <p>Oct 12</p> | <p>Interactional tools: Framing Resources</p> <p>Analysis of stories told</p> <p>Boundaries / frameworks</p> <p>How do the activity frameworks influence what and how students can participate and what language(s) they can use?</p> <p>Facilitators</p> <hr/> <hr/> | <p>Rymes, B. Chapter 8.</p> <p>Uploaded on elearning commons:</p> <p>Presentation: Ruth</p> <p>Goffman, E. (1999). On face work: An analysis of ritual elements in social interaction. In Adam Jaworski & Nicolas Couplands. (Eds.) <i>The discourse reader</i> (pp. 306-319)</p> <p>Goffman, E. (1981). Footing. In <i>Forms of Talk</i> (pp. 124-159)</p> | <p>Upload your analysis of your theater group’s interactions</p> <p>Reading Log</p> <p>Come prepared to discuss what data set you plan to use for final discourse analysis project</p> |
| <p>Oct 19</p> | <p>Critical Discourse Analysis</p> | <p>Cameron, D. (2001). Chapter 9 Rymes, B. Chapter 9</p> | <p>Reading Log</p> <p>Come prepared to</p> |

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| | <p>Context and text dialectic relationship</p> <hr/> <hr/> | <p>Uploaded on elearning commons:</p> <p>Gebhard, M. (2002) Fast Capitalism, school reform, and second language literacy practices. <i>Canadian Modern Language Review</i>, 59(1).</p> | <p>discuss context of your data</p> |
| Oct 25 | <p>Hybrid Discourse in the classroom.</p> <p>What does hybrid discourse look like in classroom interactions? How can we acknowledge and incorporate students' funds of knowledge in oral interactions? How do we connect analysis of written and spoken discourse in classroom interactions?</p> <p>Workshop on analyzing students' written work</p> <p>Facilitators:</p> <hr/> <hr/> | <p>Meet with your group and email me after your meeting about your projects</p> <p>Solsken, J., Willett, J. & Wilson Keenan, J. (2000). Cultivating hybrid texts in multicultural classrooms. <i>Research of teaching English</i>, vol. 35, 179-211</p> <p>Duff, P. (2002). Pop culture and ESL students. <i>JAAL</i> 45(6).</p> | <p>Reading Log</p> <p>Report on first working draft of paper</p> |
| Nov 1 | <p>Meet with your group and email me after your meeting about your projects</p> <hr/> | <p>Meet with your group and email me after your meeting about your projects</p> <p>Uploaded on elearning commons:</p> | <p>No reading log</p> <p>Find possible readings related to your final project</p> <p>Reading Log</p> <p>Report on first working draft of paper</p> <p>Come prepared also to discuss ONE session at UGA</p> |

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| | | | conference (related to discourse), if possible |
| Nov 8 | <p>Multimodal Discourse: How to better address the needs of our students through multimodality?</p> <p>Facilitators</p> <hr/> <hr/> | <p>Uploaded on elearning commons:</p> <p>Jewitt, J. et al (2001). Exploring Learning Through Visual, Actional and Linguistic Communication: the multimodal environment of a science classroom. <i>Educational Review</i> 53(1),</p> <p>Royce, T. (2002). Multimodality in the TESOL classroom: Exploring visual-verbal synergy. <i>TESOL Quarterly</i>, 36(2), 191-205.</p> | <p>Reading Log</p> <p>Come prepared to discuss how classroom discourse analysis can be used in teaching (bring examples and refer to this week's reading)</p> |
| Nov 15 | <p>Bringing it altogether: Use of Discourse Analysis in research and teaching</p> <p>Facilitators:</p> <hr/> <hr/> | <p>Cameron, D. Chapters 10 and 12</p> <p>Uploaded on elearning commons:</p> <p>Rogers, R. (2004). Chapter 9: Stevens, L. Locating the role of the critical discourse analyst</p> | <p>Reading Log</p> <p>Submit 1st Draft of your Paper (Please submit 2 copies: one for peer reviewer and one for me)</p> |
| Nov 23 | Thanksgiving Week Vacation: No Class | | |
| Nov 29 Week 15 | <p>Course wrap-up: Revisiting constructs</p> | <p>Presentation of final paper (5 minutes maximum) as follows:</p> <ol style="list-style-type: none"> 1) Context 2) Main finding from your analysis 3) Implications for your teaching and/or research <p>Peer Review of Papers</p> | <p>Last Class</p> <p>Bring your detailed peer review of paper (2 copies: one for me and one for your colleague)</p> |
| December 6 th : Deliver Hard Copy of Final Paper and Transcriptions By NOON to 125 Aderhold | | | |

Criteria for class-based human subjects exemption

"Class Projects" refers to any class related work that involves human participants. Even though this work is not regarded as research (defined in the federal regulations as "a systematic investigation designed to contribute to generalizable knowledge") the Human Subjects Office must be notified prior to initiation to ensure that it falls within the parameters given below and is exempt from IRB review.

A. Parameters for Class Projects:

1. **NO MINORS:** The project cannot include minors or any other vulnerable populations like pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals etc.

Exception: Projects conducted in established or commonly accepted educational settings, involving normal educational practices, such as: work on regular and special education instructional strategies, or work on the effectiveness of, or the comparison among instructional techniques, curricula, or classroom management methods.

2. **NO MORE THAN MINIMAL RISK:** "Minimal risk" is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities or the collection of private information that could put the participants at risk through a breach of confidentiality.

3. **NO DECEPTION:** The class project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation.

4. **NO PUBLICATION:** Data from class projects approved under this exemption cannot be used for publication or for thesis/dissertation research.

5. **NO VIDEOTAPING:** Audio taping is allowed only if the recording is erased upon transcription or no later than the end of the semester.

Recommended format for class project letter of consent (to use for videotaping):

Dear Participant,

You are invited to participate in a project conducted as part of the requirements for a class in the Language and Literacy Education department at the University of Georgia. For this project I will be doing {Insert data collection methods to be utilized. EXAMPLE: some audiotaping and collecting information} to examine {Insert your research data interest}. The research will be supervised by the course instructor Dr. Ruth Harman.

The purpose of this research project is to help beginning researchers learn to analyze student and teacher patterns of talk in literacy and language classrooms. The information generated will not be used for academic research or publication. All information obtained will be treated confidentially.

For this project, you will
{Insert the participant's actions here }

For this project, I will
{Insert researcher's actions here }

You are free to withdraw your participation at any time should you become uncomfortable with it. If you have any questions or concerns, feel free to contact me at {Insert phone number}. I hope you will enjoy this opportunity to share your experiences and viewpoints with us. Thank you very much for your help.

Sincerely,

{Insert your name }

Ruth Harman
Assistant Professor, Language and Literacy Education

Please sign both copies, keep one copy and return one to the researcher.

Signature of Researcher _____ _____
Date Signature of Participant Date

For questions or problems about your rights please call or write: The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.