

 	<p>UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</p> <p>FACULTAD DE CIENCIAS Y EDUCACIÓN</p> <p>DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN DIE-UD</p>
<p>SYLLABUS</p>	
<p>ELT EDUCATION DOCTORAL MAJOR</p>	
<p>SEMINAR:</p>	
<p>History and developments in CDA</p>	
<p>Academic Period: 2018– 1</p>	<p>Course credits: 3</p>
<p>ACADEMIC AREA (<i>Select with an X where appropriate</i>):</p> <p>(X) EFE Emphasis () EFEP Education and Pedagogy () EFI Research</p> <p>Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education</p> <p>Research Group: Aprendizaje y sociedad de la información</p>	
<p>SEMINAR CONVENOR: Carmen Helena Guerrero Nieto chguerreron@udistrital.edu.co</p>	<p>GUEST LECTURER: INSTITUTION(<i>Optional</i>): Dr. Gabriel Medina gmedina1963@gmail.com Universidad Nacional Autónoma de México UNAM.</p>
<p>ABSTRACT</p>	
<p>Critical Discourse Analysis is an important tool used by critical researchers in order to unveil power relationships. As part of a core course (emphasis) of the doctoral program in ELT education, this seminar intends to offer participants a deeper understanding on discourse and on CDA in order to strengthen their research analytical tools.</p>	
<p>SEMINAR DESCRIPTION</p>	
<p>The seminar is intended to invite participants to explore, analyse, and problematize CDA as a field of research and study. The seminar is divided in two major sections: one devoted to understand and make sense of what is discourse, trying to put a puzzle together from different voices and perspectives. In the second section, attention will be on the particularities of CDA, examples will be read and analysed and specific tools will be studied and used to conduct CDA. We will adopt here Norman Fairclough’s methodology since there is a consensus among various CDA analysts that his, is the more systematic way of doing CDA.</p>	
<p>RATIONALE</p>	
<p>CDA is a popular yet puzzling area of study. Many disciplines use CDA as their research methodology under varied ways of doing it. Although there is no definite answer as adopting only one way of conducting CDA, there is a need for systematic and rigorous procedures.</p>	

SEMINAR OBJECTIVES**General objective:**

To construct a sound and critical understanding of the field of CDA as a research methodology.

Specific objectives

- To trace the concept of discourse in which CDA is based.
- To problematize the field in terms of shortcomings of this research methodology
- To get acquainted with different discourse strategies in order to conduct CDA
- To produce the analysis of a piece (of participants' choice) using CDA.

SEMINAR CONTENTS**General thematic problem: CDA: developments and challenges**

Guiding question: What are the tenets of CDA, its developments and challenges?

Thematic problem 01: Discourse: a fluid puzzle

Guiding question: How has been "discourse" conceptualized within the frame of CDA?

Thematic problem 02: CDA: A field under construction

Guiding question: What are the main approaches to CDA? What are its tenets? What are its shortcomings?

Thematic problem 03: Doing CDA: Fairclough's methodology

Guiding question: How to produce a sound CDA?

SCHEDULE: Tuesday 2:00 pm – 6:00 pm + Two-intensive-one-day courses with guest speakers.

ROOM Aduanilla de Paipa. Classroom TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Session 1	General aspects of the course. Presentation, discussion, and negotiation of syllabus Pick readings for the "Fun stuff" section (each session time will be allotted to read CDA studies)	Syllabus	
Session 2	Discourse: A fluid puzzle	Macdonell, D. (1986). <i>Theories of discourse: An introduction</i> . Oxford: Blackwell. Fun stuff	Read the Intro and chapters 1 and 4 Be ready to actively participate in the discussion of the readings assigned.

Session 3		Macdonell, D. (1986). <i>Theories of discourse: An introduction</i> . Oxford: Blackwell.	Read chapters 5 and 6 Be ready to actively participate in the discussion of the readings assigned.
		Fun stuff	
Session 4		Foucault, M. (2002). <i>The order of things: An archaeology of the human sciences</i> . Psychology Press.	Each participant will pick a chapter from part I and present it to the group. (Part I) Bring a ppt or any other format to share your insights.
		Fun stuff	
Session 5		Foucault, M. (2002). <i>The order of things: An archaeology of the human sciences</i> . Psychology Press.	Each participant will choose a chapter from part I and present it to the group. (Part II) Bring a ppt or any other format to share your insights.
		Fun stuff	
Session 6		Mills, S. (1997). <i>Discourse</i> . London and New York. Gee, J. P. (2014). <i>An introduction to discourse analysis: Theory and method</i> . Routledge.	From each book, read the intro Two participants will lead the discussion on each reading.
		Fun stuff	
Session 7		Ramírez-Peña, L.A (2008). <i>Comunicación y discurso: la perspectiva polifónica en los discursos literarios, cotidianos y científicos</i> . Cooperativa Editorial Magisterio. Mills, S. (1997). <i>Discourse</i> . London and New York.	Reading and discussion Read Ch. 5 (Mills) Two participants will lead the discussion. One from page 24 to 38 and one from page 38 to 58.
		Fun stuff	
Session 8	CDA: A field under construction	Fairclough, N. (2001). <i>Language and power</i> . Pearson Education.	Reach chapter 2 and chapter 3 Be ready to actively participate in the discussion of the readings assigned.
		Fun stuff	
Session 9		Wodak, R., & Meyer, M. (Eds.). (2009). <i>Methods for critical discourse analysis</i> . Sage.	Read chapters 1, 2 and 3 Be ready to actively participate in the

		Fun stuff	discussion of the readings assigned.
Session 10		Cameron, D. (2001). <i>Working with spoken discourse</i> . Sage. Blackledge, A. (2005). <i>Discourse and power in a multilingual world</i> (Vol. 15). John Benjamins Publishing. Fun stuff	Read chapter 9 (Cameron) Read chapter 1 (Blackledge) Be ready to actively participate in the discussion of the readings assigned.
Session 11		Fairclough, N. (2013). <i>Critical discourse analysis: The critical study of language</i> . Routledge. Fun stuff	Read section A: Language, ideology and power. Three participants will lead the discussion.
Session 12	Doing CDA: Fairclough's methodology	Fairclough, N. (2003). <i>Analysing discourse: Textual analysis for social research</i> . Psychology Press. http://www.aledportal.com/revistaaled.html	Read the intro. Hands on: Part I
Session 13		Fairclough, N. (2003). <i>Analysing discourse: Textual analysis for social research</i> . Psychology Press. Fun stuff	Hands on: Part II
Session 14		Fairclough, N. (2003). <i>Analysing discourse: Textual analysis for social research</i> . Psychology Press. Fun stuff	Hands on: Part III
Session 15		Fairclough, N. (2003). <i>Analysing discourse: Textual analysis for social research</i> . Psychology Press. Fun stuff	Hands on: Part IV
Session 16	Final presentations of projects		Oral presentations

METHODOLOGY

This seminar will combine different ways of sharing knowledge. Some sessions will be lead by the professor but others will be lead by students. There will be workshops and hands-on activities.

ASSESSMENT

Participants taking this course will be required to complete the following:

- Delivering an oral presentation at the end of the seminar – 30%
- Handing in an article-like paper – 70%

BIBLIOGRAPHY, RESOURCES, DATABASE

References in outline:

Blackledge, A. (2005). *Discourse and power in a multilingual world* (Vol. 15). John Benjamins Publishing.

Cameron, D. (2001). *Working with spoken discourse*. Sage.

Fairclough, N. (2001). *Language and power*. Pearson Education.

Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. Psychology Press.

Fairclough, N. (2013). *Critical discourse analysis: The critical study of language*. Routledge.

Foucault, M. (2002). *The order of things: An archaeology of the human sciences*. Psychology Press.

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

Macdonell, D. (1986). *Theories of discourse: An introduction*. Oxford: Blackwell.

Mills, S. (1997). *Discourse*. London and New York.

Ramírez-Peña, L.A (2008). *Comunicación y discurso: la perspectiva polifónica en los discursos literarios, cotidianos y científicos*. Cooperativa Editorial Magisterio.

Wodak, R., & Meyer, M. (Eds.). (2009). *Methods for critical discourse analysis*. Sage.

Other sources:

ALED: <http://www.aledportal.com/revistaaled.html>

Biblioteca Virtual Miguel de Cervantes

En http://www.cervantesvirtual.com/controladores/busqueda_avanzada_form.php

Google académico

En <http://scholar.google.es/>

Google books

En <http://books.google.es/>

Infomine

En <http://infomine.ucr.edu/>

Bases de datos y recursos electrónicos libres

En

<http://132.248.9.1:8991/F/BV8EML2B3RF8PTCK2IHXQKAD3JRSPQMGICA596NJ44P6ID3SE2-01961?func=find-b-0>

Biblioteca digital hispánica

En <http://www.bne.es/es/Catalogos/BibliotecaDigitalHispanica/Inicio/>

USC digital library

<http://digitallibrary.usc.edu/cdm/>

Internet archive

<https://archive.org/>

Specialized Academic Journals

Identity: An International Journal of Theory and Research

Discourse Studies

Discourse and Society

Discourse and Communication

Assessment and evaluation in higher education

Assessment in education: Principles, policy and practice

Assessment update

Educational assessment, evaluation and accountability

Practical assessment, research and evaluation (PARE)

Language Teaching Research

Journal of language teaching and research

Language teaching

Language learning

TESOL Quarterly

Research in Language (RiL)

International Journal of Language Teaching and Research

International Journal of English Language Teaching (IJELT)

Folio – (From the Materials Development Association)

NB: This is a preliminary syllabus, subject to change according to participants' needs.