



**LITC 7340: Sociolinguistics/Discourse Analysis**  
**Fall, 2017**

*LITC 7340 is a required course for Doctorate in Literacy*

**College of Education, Department of Language, Literacy and Special Populations**

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Office hours: Monday 1:00-5:00 pm  
All other times by appointment

Class Location: TEC 107G

**Class Format:** Through readings, individually selected topics, and in-class/on-line discussions and presentations candidates will study of the use of language within its social context with an emphasis on application to teaching practices.

The class will be conducted as a seminar/workshop in which students discuss and critique readings, analyze data, and write a scholarly paper. Class discussions will focus on the content of the reading as well as analyses of videotape, audiotape, and transcript data. Students will choose a topic related to language and schooling to explore, record a language sample, and produce a scholarly paper. **This is a 7 ½ week class starting August 28, 2017 and ending October 13, 2017.**

**Class day and time:** Monday, 5:30-8:20 pm

**Class location:** TEC 107G

**Course Description:** This course is an introduction to the study of the use of oral and written language within its social context with an emphasis upon application to teaching practices. It provides a critical examination and implementation of the theories, practices, and assessments related to discourse in the teaching of literacy to culturally and linguistically diverse learners.

**Textbooks:**

- Gee, J. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4<sup>th</sup> ed.) New York: Routledge Publishers. 978-0-415-72556-9.
- Rogers, R. (Ed.) (2004). *An introduction to critical discourse analysis in education*. Mahwah, NJ: Erlbaum. 978-0-415-87429-8
- In addition to the required textbooks, both the instructor and graduate students will select articles in professional journals or books related to assigned topics and will make them available to the class on Blackboard.
- Most current edition of the American Psychological Association style manual.

**Course Objectives:** The following objectives will be met during this course:

Standards Matrix

Candidates will meet the following standards upon completion of LITC 7340:

<b>Course Content: Objectives/Learning Outcomes</b>	<b>Activities (* indicates field- based activity)</b>	<b>Performance Assessment</b>	<b>Standards: <i>International Reading Association CAEP</i></b>
The candidate is able to synthesize, analyze and discuss a range of theories and how they relate to psychological, sociological and linguistic foundations of reading and writing process	Engages in discussion groups to explain the connection between theories and classroom practices for diverse learners.	Discussion rubric Written commentaries	1.1, 1.3  1
The candidate conducts research using sociolinguistic methods.	Engages in discussion groups about sociolinguist research and perspectives.	Discussion rubric PowerPoint presentation  Mini analysis & final paper	1.1, 1.3  1
The candidate pursues the development of professional knowledge by participating in	Engages in discussion groups about classroom sociolinguistic research.	Discussion rubric	5.2  1

discussions about the language of classrooms and instruction	Mini-analysis	Mini-analysis PowerPoint presentation	
The candidate works with colleagues to improve their understanding of sociolinguistic research methodologies.	Engages in discussion groups about sociolinguistic research methodologies  Mini- analysis	Discussion rubric PowerPoint presentations  Mini-analysis	5.3  1

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential Objectives:**

1. Developing specific skills, competencies, and other points of view needed by professionals in the field most closely related to this course.
2. Gaining factual knowledge (terminology, classifications, methods, trends)

**Important Objective:**

1. Developing skill in written and oral expression.

**Course/Instructor Requirements and Assignments:**

**1. Attendance and Participation**

This course is conducted as a seminar and workshop; thus, it is important for students to attend all classes, read all assignments before classes, and turn in papers on time. When participating in online discussions, all postings must be made before 11:59 p.m. on the class discussion due date.

**Late papers will reduce the grade on each assignment by 10% for each week day late.**

**2. Class Presentations, Critical Commentaries, and Blogs**

The readings are discussed either online or face-to-face.

For each face-to-face class, everyone will prepare one question based upon the chapters for that day and type a one-page commentary on this question. **(One question for entire reading, NOT one question for each chapter or reading.)** Think about the kinds of issues raised by the chapters assigned when writing your question. In your commentary, you may refer to your experiences, outside readings, or readings you have already done in other classes. These commentaries will assist you in preparing for the class discussion that day. **THIS TYPED COMMENTARY MUST BE TURNED IN AT THE CONCLUSION OF EACH FACE-TO-FACE CLASS.**

**Blog:** Each person will contribute to a class blog, related to the reading on the forum using a minimum of 300 words. There are a maximum of three (3) blogs for this course.

### 3. Mini Data Analysis

Students will collect a language sample related to a research question. They will tape record, transcribe, and analyze the transcript of the social interaction (e.g., classroom, book club meeting, discussion group, conversations among roommates, parent-child interaction, etc.), an interview, or media segment. (Note that for recording individuals or groups, students must obtain permission to record from the individuals involved.) Students will analyze the data and provide an interpretation. The analysis should be about 10-15 pages, not including transcripts. Attach transcripts as an appendix.

### 4. Academic Civic Engagement Project

Using the same data and analysis from the Mini Data Analysis students will disseminate the information to classroom teachers.

### Grades

**Evaluation: Total Points: 1000 pts**

Question/Commentary on Readings 3@ 100 pts.	300 pts
Blog Discussions 3@40	120 pts.
Academic Civic Engagement Project	280 pts.
Mini-Analysis Final Paper	300 pts
<b>TOTAL</b>	<b>1000 pts</b>

A= 1000-900	B= 800-899	C= 700-799	Below 700 = failing
90%-100%	80%-89%	70%-	

## Readings and Activities

Date	Readings/Assignments	Blog
August 28, 2017	Hurricane Harvey	
September 4, 2017	Labor Day	
September 11, 2017	<ul style="list-style-type: none"> <li>Syllabus/Assignments</li> <li>Gee, Chapter 1 pp.2-15</li> </ul>	Fiano, D.A. (2013). Primary discourse and expressive oral language in a kindergarten student. <i>Research Reading Quarterly</i> (1), pp. 61-84. <b>Blog: Sept. 12<sup>th</sup> to Sept. 15<sup>th</sup></b>
September 18, 2017	<ul style="list-style-type: none"> <li>Gee, J. P. (2014). An introduction to discourse analysis: Theory and method. Chapters 2 &amp; 3 (pp. 17-43)</li> </ul>	
September 25, 2017	<ul style="list-style-type: none"> <li>Research collection and analysis</li> <li>NO CLASS</li> </ul>	Wu, S. (2014). A multimodal analysis of image-text relations in picture books. <i>Theory and Practice in Language Studies</i> (4), pp. 1415-1420. <b>Blog: Sept. 26<sup>th</sup> to Sept.29<sup>th</sup></b>
October, 2, 2017	<ul style="list-style-type: none"> <li>Gee: Chapter 4 and Chapter 7</li> </ul>	Zappavigna, M. & Zhao, S. (2017). Selfies in ‘mommeyblogging’: An emerging visual genre. <i>Discourse Context Media</i> <b>Blog: Oct. 3<sup>rd</sup> to Oct.6<sup>th</sup></b>
October 9, 2017	<ul style="list-style-type: none"> <li>Academic Civic Engagement Presentation</li> </ul>	
October 13, 2017		All assignments must be turned in on or before October 13, 2017 at midnight, CDT. Grades are due to the Registrar’s Office by noon on Monday, October 16, 2017.

## **Student Guidelines**

### **University Policies**

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

The [COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5) **SHSU Dispositions and Diversity Proficiency (DDP)**

### Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

### **Bibliography**

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## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to



pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.