1. General Information

1a. Submitted by the College of: EDUCATION

    Date Submitted: 11/12/2013

1b. Department/Division: Education Curriculum &Instr

1c. Contact Person

        Name: Christine Mallozzi

        Email: christine.mallozzi@uky.edu

        Phone: 859-257-4127

    Responsible Faculty ID (if different from Contact)

        Name:

        Email:

        Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: EDC 626

2c. Full Title: Current Issues in Literacy Education

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

    LECTURE: 1

    SEMINAR: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

    If Yes: Maximum number of credit hours:

    If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: "Current Issues in Literacy Education" (EDC626) is an advanced course for graduate students, which focuses on contemporary matters in literacy education and learners. An emphasis on social, historical, and political factors affecting the literacy learning is included.

2k. Prerequisites, if any: None.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   15

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   Yes

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: Literacy (i.e., Reading) Education Masters

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name: Christine Mallozzi

2

Instructor Email: christine.mallozzi@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor who also has office hours and is available via email, by phone, and through online video chat as needed. The syllabus conforms to university guidelines with respect to distance learning.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   All course readings, course goals, and assignments/assessments are identical to the classroom-based course. The only difference is the online meeting format.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Course content (i.e., readings and modules) will be located in the course's Blackboard shell, which is accessed using students' UK IDs and passwords. No exams are given in this course; all assignments will be submitted directly to the instructor for grading. The academic policy is listed in the syllabus.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   Yes.

If yes, which percentage, and which program(s)?   Over 50% of the literacy masters programs in the department Curriculum &Instruction will be offered via distance learning.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Information about technological assistance, library services, and information for students with special needs in a contained in the syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources?   All readings and course modules are contained in the course Blackboard shell. Additionally, the syllabus provides information on p. 7 regarding appropriate and use of the modules and other materials.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   There is no use of laboratories or other equipment in this course. Information on accessing library services is provided in the syllabus.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Information on technological assistance and distance library services is listed on the first page of the syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   The course will be online using applications like Adobe Connect.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name: Christine Mallozzi

SIGNATURE|LAHENR3|Laurie A Henry|EDC 626 NEW Dept Review|20140114

SIGNATURE|MYRT|Martha L Geoghegan|EDC 626 NEW College Review|20140306

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 626 NEW Graduate Council Review|20140312

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[   ] [Browse...]   Upload File

	ID	Attachment
Delete	3028	EDC_626SampleDiscourseDL.docx

[First | 1 | Last]

Select saved project to retrieve...   [   ]   Get   New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: EDUCATION [▼]   Submission Date: 11/12/2013

b. * Department/Division: Education Curriculum & Instr [▼]

c.

   * Contact Person Name: Christine Mallozzi   Email: christine.mallozzi@uky.e Phone: 859-257-4127

   * Responsible Faculty ID (if different from Contact)   Email: Phone:

d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

e.

Should this course be a UK Core Course?   ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry – Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ◉ Yes [1] ○ No

b. * Prefix and Number: EDC 626

c. * Full Title: Current Issues in Literacy Education

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

1	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency	2	Seminar		Studio
	Other		If Other, Please explain:				

g. * Identify a grading system: ○ Letter (A, B, C, etc.) ○ Pass/Fail ◉ Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit?   ○ Yes ◉ No

   If YES: Maximum number of credit hours:

   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

"Current Issues in Literacy Education" (EDC626) is an advanced course for graduate students, which focuses on contemporary matters in literacy education and learners. An emphasis on social, historical, and political factors affecting the literacy learning is included.

k. Prerequisites, if any:

None.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply):   ☐ Fall   ☐ Spring   ☑ Summer   ☐ Winter

b. * Will the course be offered every year?   ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available?   ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected?   15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program?   ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm?   ◉ Yes ○ No

If YES, explain:

Other education programs (e.g., Special education, programs serving K-12 teachers, etc.) might find value in gaining a current view of literacy issue that affect their students.

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program?   ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement ¹for ANY program?   ◉ Yes ○ No

If YES ¹, list affected programs::

Literacy (i.e., Reading) Education Masters

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500?   ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the requiremer are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EDC 626	Date:	11/12/2013
Instructor Name:	Christine Mallozzi	Instructor Email:	christine.mallozzi@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University : Syllabus Guidelines, specifically the Distance Learning Considerations?

   The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor who also has office hours and is available via email, by phone, and through online video chat as needed. The syllabus

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, i of student learning outcomes, etc.

   All course readings, course goals, and assignments/assessments are identical to the classroom-based course. The only difference is the online meeting format.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi policy; etc.

   Course content (i.e., readings and modules) will be located in the course's Blackboard shell, which is accessed using students' UK IDs and passwords. No exams are given in this course; all assignments will be submitted directly

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f as defined above?

   Yes.

   Which percentage, and which program(s)?

   Over 50% of the literacy masters programs in the department Curriculum & Instruction will be offered via distance learning.

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting

   Information about technological assistance, library services, and information for students with special needs in a contained in the syllabus.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   All readings and course modules are contained in the course Blackboard shell. Additionally, the syllabus provides information on p. 7 regarding appropriate and use of the modules and other materials.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   There is no use of laboratories or other equipment in this course. Information on accessing library services is provided in the syllabus.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   Information on technological assistance and distance library services is listed on the first page of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ◉ Yes
   ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

   The course will be online using applications like Adobe Connect.

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.

    - The technological requirements for the course.

    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

    - Procedure for resolving technical complaints.

    - Preferred method for reaching instructor, e.g. email, phone, text message.

    - Maximum timeframe for responding to student communications.

- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resourc The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: _____

Christine Mallozzi

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

This is a sample syllabus. The title Current Issues in Literacy Education will be accompanied by a subtitle containing a more distinct descriptor of the course. This sample syllabus is for Discourse Analysis in Education. Other topics may include Response to Intervention, Standards-based education (e.g., Common Core State Standards), Needs of social groups in literacy education (e.g., English language learners), etc.

EDC 626 Current Issues in Literacy Education
Equivalence of On-Campus and Online Delivery Option
Instructor: Christine A. Mallozzi
Office: 321 Dickey Hall
Office Telephone: 859-257-4127
Email: christine.mallozzi@uky.edu

"Current Issues in Literacy Education: Discourse Analysis in Education" (EDC626) is an advanced course for graduate students, which focuses on contemporary matters in literacy education and learners. An emphasis on social, historical, and political factors affecting the literacy learning is included. As a new course framed in online delivery model, specific features of the course are shaped by this format (see Table 1).

Table 1. Online Course Features

Feature	Online Delivery
Course temporal length	Temporal length of the course will "correspond roughly to that of the term (semester or summer) in which it is offered"**
Readings	Hardcopy text(s) & readings available via Blackboard
Office Hours	Arranged individually through email, plus telephone when applicable
Class interaction and participation	Threaded online & asynchronous discussions, chat discussions, and emails related to assigned readings and projects
Presentation of content	Content arranged in modules. Online discussions and PowerPoint presentations with audio voice over
Evaluation of Students	Checklists and rubrics including criteria that matches delivery of assignments in online platform
Assignment 1) Online Discussion Participation	Threaded online discussions, and/or synchronous discussion (e.g., via AdobeConnect)
Assignment 2) Collaborative Meaning-Making Presentation	PowerPoint presentation (or other presentation platform) with audio commentary (when appropriate) posted to Blackboard
Assignment 3) Reading Experience Paper	Electronically submit written document to instructor

*Note 1 : For both the online course the Web portion of the course will be developed and delivered using a web platform (e.g., Blackboard).
**Note 2 : See Approval Guidelines for Delivery of Graduate Courses in Multi-Media Format (litt ://www.rgs .uky .edu/gs/GSMulti-Media .htrnl).

UNIVERSITY OF KENTUCKY
College of Education - Department of
Curriculum & Instruction
Course Syllabus for EDC 626* - Special Topics course in "Discourse Analysis in Education:
Theories and Methodologies in Studying Race, Class, Gender, and Other Social Markers"
XXX Semester, YEAR

Instructor: Christine A. Mallozzi
Contact Info: *Email: christine.mallozzi@uky.edu Mailbox: 335 Dickey Hall
*Phone: (cell) 706-983-9581 (office) 859-257-4127
Class Meetings: XXXX, 4:30 p.m. - 7:00 p.m., 355 Dickey Hall
Office Hours: XXXX 3:30-4 p.m. & XXXX, 4-4:30 p.m., or by appointment
321 Dickey Hall

Course Overview

The ultimate goal of this seminar is for students to better understand how discourse matters in the racialized, classed, gendered, etc. experiences of people and institutions involved in education, and specifically literacy education. The first portion of the course will involve close readings of discursive theories so that we can map the complicated landscape of these supple ideas. Students will develop an original representation of how these theories relate. The second portion of this course will include examining education studies that use discourse analysis methodologies so that we can initially analyze data.

Course Objectives (see Table 2)

Students enrolled in this course will:

1. Demonstrate appropriate knowledge of discourse and approaches to discourse analysis in literacy education through class discussion and seminar activities and recognize the implications for studying social markers (e.g., race, class, gender, etc.)

2. Develop an understanding of how various theories about discourse (which come with varied histories) overlap, conflict, and jibe and show that understanding through a synthesis of theoretical concepts, with a specific focus on social issues in literacy education.

3. Explore theory-driven research tools of transcription and delineate the affordance and drawbacks of multiple transcriptions conventions available for use in research analyses in which language is central.

4. Describe the central tenets of several approaches of discourse analysis (e.g., critical discourse analysis) and use several of these approaches to create comparisons for research on discourse in literacy education.

Course Delivery

This proposed course is designed as an online course. Course participants will attend weekly class meetings online throughout the term in an environment such as Blackboard and Adobe Connect. During this time students will work in on independent research projects and participate in online discussions and online chats.

Acknowledgements

Syllabus development and approach has been inspired by the work and syllabi of Dr. Cynthia Lewis, Dr. Mary Juzwik, Dr. Rebecca Rogers and Dr. Andres Ramirez and by research and syllabus of Dr. Mary Schleppegrell

Required Materials

Bloome, D. et al. (2008). *On discourse analysis in classrooms: Approaches to language and literacy research.* New York, NY: Teachers College Press & NCRLL.

Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research.* London, England: Routledge.

Gee, J. P. (2011). *An introduction to discourse analysis: Theory and method.* New York, NY: Routledge.

Foucault, M. (1972). *The archaeology of knowledge: And the discourse on language* (A.M.S.Smith, Trans.). New York: Pantheon Books. (Original work published 1971)

Rogers, R (Ed.). (2011). *An introduction to critical discourse analysis in education* (2nd ed). New York, NY: Routledge.

Readings – available electronically on Blackboard, an online communication tool that will be used weekly. Reference list of readings available is on the last pages of this syllabus.

Access to an audio recording device, if you are gathering your own data for assignments.

Access to headset with microphone.

Recommended Materials

Gee, J. P. (2011). *How to do discourse analysis: A toolkit.* New York, NY: Routledge.

Policies and Procedures

Attendance Policy

Class attendance is mandatory and crucial toward students' understanding of course material. Due to the synchronous nature of this online course, you are expected to complete all course meetings according to the course calendar. If you are delayed in completing a module for any reason, it is each student's responsibility to make up the module and inform the instructor of your delay, preferably in advance. Due to the short turn around of the modules, if you are delayed in completing three or more online modules, you may be asked to withdraw from the course, at my discretion.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Lateness of Work Policy

Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously. Late work will be reduced 10% each of the first two days after the due date. After two days, the assignments may not be accepted, at my discretion.

Preparation of Written Work

Regarding formatting of more formal assignments (e.g., Transcription project, Analysis project), certain written work should be typed and double-spaced with 12-point font and one-inch margins. In some cases, APA (6th ed.) guidelines should be followed. Please submit assignments electronically. Please submit assignments electronically in Word, PowerPoint or other MS Office format.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Practicing and prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Cheating, Plagiarism, and Academic Honesty

Cheating and plagiarism are serious offenses that lead to significant consequences. To better understand issues and consequences of cheating and plagiarism, please read the pdf. "Plagiarism: What is it?" (http://www.uky.edu/Ombud/Plagiarism.pdf)from the UK Office of Academic Ombud Services and UK's New Academic Offenses Policy (http://www.uky.edu/Ombud/acadoffenses/index.htm). The goal to create a culture of academic honesty is the responsibility of all students.

Disability Statement/Accommodations

Any student with a disability or disabilities who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 2 Alumni Gym, or call 859-257-2754.

Suggestions for Proceeding through this Online Course

Organization of Blackboard course shell
1. The general course information is in the **Course Information** tab.
2. Most of the course materials are in the **Course Content** tab.
3. The electronic readings are in the **Readings** tab
4. The information for required assignments is in the **Assignments** tab.
5. The online discussion posts should be entered in the **Discussion Board** tab.
6. To submit a "drop box question" (a question you have about content or issues that weren't addressed through the presentation, materials, or discussion), click on the **Submit a Drop Box Question** tab and send an email to the primary instructor
7. A general calendar can be accessed with the **Calendar** tab.
8. Important announcements and updates can be accessed through the **Announcements** tab.

Suggestion for modules
1. If you need to post for the online discussion early in the day (e.g., 11:00 a.m.), you'll need to start the module (i.e., watch the presentation, do the readings) with enough time to submit your post on time. This means YOU MAY NEED TO START THE NIGHT BEFORE the listed date.
2. In general, WATCH THE PRESENTATION FIRST for each module. By following the link you will access the PowerPoint presentation with voice-over, which is streamed in from the University's server. Each presentation ranges from approximately 15-30 minutes. At the end of most presentations, I have a preview of the readings. In one or two cases there may be a discrepancy with the readings listed in the presentation and readings listed in the syllabus. ALWAYS FOLLOW THE SYLABUS READINGS, regardless of what is in the presentation.
3. Soon after you do watch the presentation DO THE READINGS.
4. Soon after you've done the readings EXPERIENCE THE OTHER MATERIALS in the module.
5. After you've explored the entire module, if a discussion post is due that day, fulfill your responsibility for the online discussion being sure to meet your deadlines of either the 11 a.m. or 5 p.m. deadlines.
6. With some videos, you do not need to watch the whole video. I often indicate excerpts that I want you to watch, and there are often FOCUS QUESTIONS TO GUIDE YOUR WATCHING. I encourage you to keep these questions "beside you" while watching.

Course Requirements and Assessments

1. **Seminar Participation** –Also, see **"drop box questions."** Regular attendance, careful reading, thoughtful contributions to discussions, and willingness to experiment and take risks as a learner indicates quality participation at the graduate student level. Participation can take many forms; some examples include preparing notes or discussion points based on the reading(s) before class, contributing your interests and backgrounds in ways that advance the class conversation, preparing and posing questions, responding to one another in on-line discussions, and introducing the class to new resources. One important element of participation is that you come prepared to give peer feedback for classmates' work. Please be responsible to your peers and learning community by taking this work seriously. **A successful seminar format necessitates high collaboration and participatory effort of all involved.**
   10 points   Due dates: Ongoing   Assessed by observation & anecdotal notes

Sarah Sept. 18th __Present __Late ___Left Early Sarah was attentive for most of the class. She participated frequently in whole group and in small group.	Emily Sept. 18th __Present __Late ___Left Early Emily arrived late and nodded off during most of the class. She huffed and rolled her eyes when I explained the class requirements.	Daniel Sept. 18th __Present __Late ___Left Early Daniel kept quiet throughout the class but appeared attentive. He participated in small group by offering to take notes.	Nicole Sept. 18th __Present __Late ___Left Early Nicole arranged to speak with me during my office hours about her transcription project. She offered questions and suggestions in whole group.

2. **Seminar Leader** – You will prepare the following for one class session:
   - A <u>reading</u> or readings made available via Blackboard at least one week before your led session
   - <u>Discussion points/questions</u> made available via Blackboard at least one week before your led session. This short list should guide seminar participants to important concepts and quandaries to inform our reading.
   - <u>Key terms/ideas</u> posted to Blackboard and made available (hardcopy or electronically displayed) during session. This list of terms/ideas should include working definitions and APA citations.
   - <u>Guided discussion</u> via Adobe Connect during a portion of one class session

   10 points   Due dates: Ongoing   Assessed by point-allocated checklist

   _____ Pertinent reading(s) provided on time (2 points)
   _____ Clear discussion points/questions provided on time (2 points)
   _____ Key terms/ideas, definitions, and citations provided on Blackboard & in class (3 points)
   _____ Guided discussion facilitated appropriately (3 points)

3. **Theoretical Synthesis & Presentation** – Based on the first portion of the course is concerned with the theoretical based on discourse, each student will synthesize some understandings of discourse in theory. As a suggestion, it will be more beneficial to address one aspect of discourse than to try to tackle it as a whole. The synthesis should cut across several readings as opposed to centering on one reading or one theorist. It might be helpful to think in terms of developing a model, a matrix, or a diagram to represent your thinking. This will allow you to not only organize your ideas but make them accessible to others also when you present them to the group. You project will include…
   - A construction of some aspect of discourse theory. This can be take many forms but some example might be… How is text constructed across theories of discourse? What counts as discourse?
   - Represent your synthesis in some way that is accessible to others as we engage with you in your presentation
   - Present your synthesis to the group via Adobe Connect. You'll be given a brief period to present (e.g. 10-15 minutes), then you'll field questions/comments from the class participants.

   30 points   Due date: XXXXX (final)   Assessed with an analytical rubric (to come)

4. **Transcription Project** – You will choose a segment of audio/video recorded data that you have generated or otherwise obtained. You will complete a layered transcription of the data. You will transcribe 15 minutes of oral data. Please provide me a copy of the audio/video recording. You will then re-transcribe a portion of that 15 minutes using specific linguistic conventions (e.g., notations of Jefferson, 1984, 1985, 2004; Gee, 1991, 2011). Then again, you will re-transcribe a portion of that 15 minutes using another set of linguistic conventions. **In no more than 1,500 words,** you will then compare these three types of transcription. Your comparison may touch on issues such as…What was your rationale for choosing the data sections and types of transcription? How does the data become decontextualized and recontextualized? What becomes foreground and background in the transcriptions? What types of questions or problems arise with each transcription? What types of research questions, topics, methodologies, data might be most appropriate for certain types of

transcription? What audiences are most geared toward a type of transcription? What are the affordances and drawbacks of the transcription? How can the drawbacks be mitigated in research? In addition to providing reflection points for your work, this project will be a conversation starter for in-class discussion.

Be aware that (at least for me) transcription takes approximately 4x the actual length of audio; therefore 15 minutes of raw transcription will take approximately 1 hour. The retranscriptions are often not much faster; although you'll have the words "down on paper," the careful listening involved in applying transcription conventions is quite time consuming.
15 points   Due date: XXXXX   Assessed with an analytical rubric

Transcription Project Rubric						
trait/score	4	3	2	1	weight	=
Initial transcription *(a matter of completeness)*	Initial transcription was highly complete and highly detailed.	Initial transcription was complete with significant detail.	Initial transcription was somewhat complete with moderate detail.	Initial transcription was incomplete or lacked detail.	x1	
Retranscription #1 *(a matter of accuracy)*	Retranscription was a highly accurate presentation according to the conventions.	Retranscription was a generally accurate presentation according to the conventions.	Retranscription was a somewhat inaccurate presentation according to the conventions.	Retranscription was had major inaccuracies according to the conventions.	x1	
Retranscription #2 *(a matter of accuracy)*	Retranscription was a highly accurate presentation according to the conventions.	Retranscription was a generally accurate presentation according to the conventions.	Retranscription was a somewhat inaccurate presentation according to the conventions.	Retranscription was had major inaccuracies according to the conventions.	x1	
Discussion *(a matter of effectiveness)*	Discussion was highly effective considering data and conventions used.	Discussion was effective considering data and conventions used.	Discussion was moderately effective considering data and conventions used.	Discussion was ineffective considering data and conventions used.	x2	
Appearance & formatting *(a matter of correctness)*	The product was exceptionally polished. All components were correct according to APA 6th.	The product was generally polished. There were minor errors according to APA 6th.	The product lacks a polished quality. There was a mix of major and minor errors according to APA 6th.	The product was unpolished. There were major errors with references according to APA 6th.	÷2	
Score Earned						

5. **Analysis Project** – The purpose of this assignment is to provide you with experience in several discourse analysis approaches used with a common text or datum. You will analyze the same datum or data three times; each time you will use a different approach to discourse analysis. You can choose a specific section you want to work with, as long as you use the same section each time. You also can choose which approaches you use, but one approach has to be either using Gee (2011) or Fairclough (2003). The following components are required:
   - An introduction and background of the datum/data (no more than 1 page)
   - For each approach… (no more than 7 pages, not including transcript appendix)
      1. A detailed description of your methodology, with pertinent citations
      2. Your analytical findings drawing on specifics from the datum/data, with pertinent citations
      3. A transcript as an appendix
   - A reflection on your process of learning, conducting, and writing about the discourse analyses (no more than 3 pages)

Note: The entire paper (excluding the appendices) should not exceed 25 pages (APA 6th formatting)

35 points   Due date: XXXXX   Assessed with an analytical rubric

Case Report Rubric						
trait/score	4	3	2	1	weight	=
Introduction & background information on datum/data *(a matter of completeness)*	Provides highly appropriate amount and type of contextualization for understanding datum/data.	Provides appropriate amount and type of contextualization for understanding datum/data.	Provides adequate amount and type of contextualization for understanding datum/data.	Provides inadequate amount of contextualization for understanding datum/data.	÷2	
Description of methodology #1 *(a matter of clarity)*	Description is exceptionally clear with how analysis was carried out.	Description is generally clear with how analysis was carried out.	Description lacks clarity with how analysis was carried out.	Description is unclear with how analysis was carried out.	x1	
Analytical findings #1 *(a matter of effectiveness)*	Findings are highly effective with tying data to theory and providing links to the research topic/question.	Findings are effective with tying data to theory and providing links to the research topic/question.	Findings are moderately effective with tying data to theory and providing links to the research topic/question.	Findings are ineffective with tying data to theory and providing links to the research topic/question.	÷2	
Description of methodology #2 *(a matter of clarity)*	Description is exceptionally clear with how analysis was carried out.	Description is generally clear with how analysis was carried out.	Description lacks clarity with how analysis was carried out.	Description is unclear with how analysis was carried out.	x1	
Analytical findings #2 *(a matter of effectiveness)*	Findings are highly effective with tying data to theory and providing links to the research topic/question.	Findings are effective with tying data to theory and providing links to the research topic/question.	Findings are moderately effective with tying data to theory and providing links to the research topic/question.	Findings are ineffective with tying data to theory and providing links to the research topic/question.	x1	
Description of methodology #3 *(a matter of clarity)*	Description is exceptionally clear with how analysis was carried out.	Description is generally clear with how analysis was carried out.	Description lacks clarity with how analysis was carried out.	Description is unclear with how analysis was carried out.	x1	
Analytical findings #3 *(a matter of effectiveness)*	Findings are highly effective with tying data to theory and providing links to the research topic/question.	Findings are effective with tying data to theory and providing links to the research topic/question.	Findings are moderately effective with tying data to theory and providing links to the research topic/question.	Findings are ineffective with tying data to theory and providing links to the research topic/question.	x1	
Reflection *(a matter of understanding)*	There is thorough insight regarding	There is substantial insight regarding	There is partial insight regarding	There are misunderstandings		

	issues of approaches to discourse analysis.	issues of approaches to discourse analysis.	issues of approaches to discourse analysis.	regarding issues of approaches to discourse analysis.		
Appendices (a matter of completeness)	Transcripts were provided for all three approaches	Transcripts were provided for two approaches.	A transcript was provided for one approach.	No transcripts were provided.	x1	
Appearance & formatting *(a matter of correctness)*	The product was exceptionally polished. All components were correct according to APA 6th.	The product was generally polished. There were minor errors according to APA 6th.	The product lacks a polished quality. There was a mix of major and minor errors according to APA 6th.	The product was unpolished. There were major errors with references according to APA 6th.	÷2	
Score Earned						

Grades

The point distribution and assessment tools for course requirements are as follows:

Requirement	Total Points	Assessment Tool	Due date
1. *Seminar Participation (process)*	10 points	Observation & anecdotal notes	Ongoing
2. *Seminar Leader (process)*	10 points	Point-allocated checklist	Ongoing
3. *Theoretical Synthesis & Presentation (product)*	30 points	Analytic rubric	XXXXX
4. *Transcription Project (product)*	15 points	Analytic rubric	XXXXX
5. *Analysis Project (product)*	35 points	Analytic rubric	XXXXX
Total Possible Points = 100 points			

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 90-100 points; B = 80-89.99 points; C = 70-79.99; E = 0-69.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Graduate Bulletin* (http://www.research.uky.edu/gs/bulletin/current/bull09_Part1.pdf) the UK grading systems assigns the following quality labels to grades: A is *High achievement*; B is *Satisfactory achievement*; C is *Minimum passing*; and E is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade. D grades may not be awarded to graduate students. Graduate courses (400G-799) may not be taken Pass/Fail.

Content Calendar

MODULE & DATE	TOPIC	READINGS DUE	PAGE TOTAL	TASKS DUE
#1 XXXX	Course Overview, Research Paradigms			
#2 XXXX	Introduction to Discourse & Language	Bové, (pp. 50-65) Bloome et al. (pp. 41-71), Saussure (pp. 8-20; 65-78)	70 pages	
#3 XXXX	Landscape of Approaches to Discourse Analyses	Bloome et al. (pp. 16-40), Rogers (pp. 1-20) TBA?	44 (+?) pages	Discussion leader?
#4 XXXX	Theoretical Base of Discourse	Foucault (Parts I-III, pp. 3-131)	129 pages	
#5 XXXX	Theoretical Base of Discourse	Foucault (Parts IV-V, pp. 135-237)	102 pages	
#6 XXXX	Theoretical Base of Discourse	Bakhtin (pp. 259-422)	163 pages	
#7 XXXX	Power and Discourse	Foucault (pp. 208-226), Foucault (pp. 109-133), Goodwin (2002), Harman & McClure (2011) Recommended: start Gee & Fairclough	80 pages	
#8 XXXX	Transcription	Oochs (1999), Mishler (1991), Jefferson (1985; 2004) TBA? Recommended: continue with Gee & Fairclough	67 (+?) pages	Discussion leader?
#9 XXXX	(Midterm week) CDA vs. critical discourse analysis	Gee (2011a, 2011b) Discussion started & continued after break	222 pages	*Theory project & presentation due*
	Mar.12-17 Spring Break	Continue reading Fairclough		
#10 XXXX	Critical discourse analysis (cont'd) Microethnographic Analysis & Classroom Discourse	Fairclough (2003) Bloome (pp. 72-139),	278 pages	
#11 XXXX	Conversation Analysis, Narrative Analysis	Gee (1991), Labov (1999), Clarke (2007), Tannen (2010) TBA?	64 (+?) pages	Discussion leader?
#12 XXXX	Multimodal Discourse Analysis	Rogers (pp. 203-292) TBA?	89 (+?) pages	Discussion leader? *Transcription project due*
#13 XXXX	Mediated	Wohlwend (2009a) (2009b), Mosley (2010)	63 (+?) pages	Discussion leader?
#14 XXXX	Policy Analysis	Woodside-Jiron (pp. 154-182), Liasidou (2011) TBA?	48 (+?) pages	Discussion leader?
#15 XXXX	(Last class) Exploring silences in discourse	Mushin & Gardner (2009), Lewis (2010), Mazzei (2007) TBA?	59 (+?)	Discussion leader?
	Final Exam Week			*Analysis project due*

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5. Rogers, R (Ed.). (2011). *Critical discourse analysis in educational research* (pp. 1-20). In *An introduction to critical discourse analysis in education* (2nd ed). New York, NY: Routledge.
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Table 2. How EDC 626 Course Objectives Align with International Reading Association Standards for Reading Professionals (IRA, 2010) http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx, University of Kentucky College of Education Framework, Kentucky Teacher Standards (EPSB, 2008) http://www.kyepsb.net/teacherprep/standards.asp, and Common Core State Standards (CCSSO, 2010) http://www.corestandards.org/the-standards/english-language-arts-standards.

EDC 620 Course Objectives	Associated Course Assessments	International Reading Association Standards (IRA, 2010)	COE Frame-work	Kentucky Teacher Standards (EPSB, 2008)	Common Core State Standards
1. Demonstrate appropriate knowledge of discourse and approaches to discourse analysis in literacy education through class discussion and seminar activities and recognize the implications for studying social markers (e.g., race, class, gender, etc.)	Seminar Participation, Seminar Leader, Theoretical Synthesis & Presentation	**1.1:** *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development,*	3. Learning 4. Leading	(ETS 1, 7, 8, 10)	Rdg 3, 4 Writing 1, 3 S&L 1, 2 Lang 1, 2
2. Develop an understanding of how various theories about discourse (which come with varied histories) overlap, conflict, and jibe and show that understanding through a synthesis of theoretical concepts, with a specific focus on social issues in literacy education.	Seminar Participation, Seminar Leader, Theoretical Synthesis & Presentation	*processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.* **1.2:** *Candidates understand the historically*	2. Reflection 3. Learning 4. Leading	(ETS 1, 7, 8, 10)	Rdg 3, 4 Writing 1, 3 S&L 1, 2 Lang 1, 2
3. Explore theory-driven research tools of transcription and delineate the affordance and drawbacks of multiple transcriptions conventions available for use in research analyses in which language is central.	Seminar Participation, Transcription Project, Analysis Project	*shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.* **4.1:** *Candidates*	2. Reflection 3. Learning	(ETS 1, 7, 8)	Rdg 3, 4 Writing 1, 3 S&L 1, 2 Lang 1, 2
4. Describe the central tenets of several	Seminar Participation,	*recognize, understand,*	2. Reflection	(ETS 1, 7, 8, 10)	Rdg 3, 4

| approaches of discourse analysis (e.g., critical discourse analysis) and use several of these approaches to create comparisons for research on discourse in literacy education. | Seminar Leader, Transcription Project, Analysis Project | *and value the forms of diversity that exist in society and their importance in learning to read and write.* **6.2:** *Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.* | 3. Learning 4. Leading | | Writing 1, 3 S&L 1, 2 Lang 1, 2 |

Standards Legend:

International Reading Association (IRA, 2010)

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

University of Kentucky College of Education Framework

1. Research
2. Reflection
3. Learning
4. Leading

Kentucky Teacher Standards (EPSB, 2008)

1. Teacher demonstrates applied content knowledge
2. Teacher designs and plans instruction
3. Teacher creates and maintains the learning climate
4. Teacher implements and manages instruction
5. Teacher assesses and communicates learning results
6. Teacher demonstrates the implementation of technology
7. Reflects on and evaluates teaching and learning
8. Collaborates with colleagues/ parents/others
9. Evaluates teaching and implements professional development
10. Provides leadership within school/community/profession

Common Core State Standards: English Language Arts (CCSSO, 2010)

Reading:
1. Key ideas and details
2. Craft and structure
3. Integration of knowledge and ideas
4. Range of reading and level of text complexity
Writing:
1. Text types and purposes
2. Production and distribution of writing
3. Research to build and present knowledge
4. Range of Writing
Speaking and Listening:
1. Comprehension and collaboration
2. Presentation of knowledge and ideas
Language:
1. Conventions of standard English
2. Knowledge of language
3. Vocabulary acquisition and use