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EDP382L: Research on Discourse Practices

Unique #
SCHEDULE AND SYLLABUS

Spring, 2014

FIRST CHUNK OF CLASS: BACKGROUND AND BACKDROP

- Jan. 16 **Introduction and discussion of syllabus**
1st assignment due (by Jan 23) and discussed in class
- Jan. 23 **Definitional issues about the construct of discourse practices**
- Jan. 30 **The big framework debates: Part 1**
- Feb. 6 **The big framework debates: Part 2**
- Feb. 13 **Methods used in research on discourse practices: Product vs process, retrospective interviews, ethnography, critical interpretation, and longitudinal studies**

SECOND CHUNK OF CLASS: TOPICS IN CURRENT LITERATURE ON DISCOURSE PRACTICES (still to be decided; these were the topics last time)

- Feb. 20 **Reciprocal influences of knowledge and discourse**
- Feb. 27 **Culture making through and cultural influences on discourse practices**
- Mar. 6 **Classroom Discourse**
- Mar. 20 **Discipline-specific discourse**
- Mar. 27 **Discourses reflecting multilingual abilities**
- Apr. 3 No class – American Educational Research Association
- Apr. 10 **Multiliteracies. CMC research, and discourse in digital environments**
First draft of **2nd** assignment due anytime but no later than today (final draft due: Dec. 10)
- Apr. 17 **Identity/identities through discourse; voice, self, and presence in discourse**
- Apr. 24 **Development of writing; development of comprehension**
- May 1 Wrap-up and synthesis
- May 9 The **3rd** assignment is due

Texts

The official readings for the course will be articles and chapters representing original sources in writing research and theoretical syntheses. The readings will be posted on the Canvas site for our class one or two weeks before the class meeting at which they will be discussed.

Assignments

1st Assignment

During the next week, I would like you to do three things **in the order specified**:

(1) Before you ever take even a short glance at the readings assigned for our next meeting (DON'T PEEK!), I want you to write a brief history of yourself as a **discourse practicer**. In your biography, consider commenting on such things as your first memories of talking, of reading, or of authoring something; early school-age experiences related to reading or writing; when you became first aware of how you or others use language to do things; memories of how you responded either positively or negatively to feedback you receive on your use of language (either oral or written); how your writing has changed at different stages in your educational/professional career; vivid pieces of reading or writing you can describe (perhaps even some actual sentences you can recollect). Try not to be too self-conscious about your writing as you write this autobiography.

(2) Attached to the end of your autobiography and as a kind of culmination or conclusion to it, please write a definitional type statement of what you think a discourse practice is. Your statement should very much reflect your own personal definition, i.e. what you think you are doing when you engage in a discourse practice.

Please post your autobiography of yourself as a writer in the Blog section of Blackboard (blogs are listed in the Communications folder). Please make a point of reading at least 3 people's blog entries before coming to class. No need to respond to what anyone writes. Simply read and absorb the different ways people describe themselves as a writer. **DEADLINE: no later than 5 p.m., Tuesday, Sep. 11.**

(3) Now, and only now, may you go on to read the assigned articles for the first class meeting.

2nd Assignment

One problem I have had in selecting our readings for this semester is that I keep worrying that there may be some excellent article out there somewhere that would be just perfect for our discussion, that I don't know about. Also, luckily for my students, I have come to realize there is such a thing as too many reading assignments for a class! Finally, I do want to encourage you to look in the current literature for articles that are relevant to you.

The purpose of the second assignment is to solve these problems. For any ONE of the topics we will discuss in class (a decision to which you will contribute), you are to find a current article on that topic and to produce a brief summary (no more than 2 pages in length, single spaced). After I have read your draft and given you feedback, we will make a copy of your summary available to other members of the class. The summary should tell us how it fits in with what else we've read and enough of what the article contains that we might not need to go read it ourselves. The first draft of this assignment is due to me anytime but no later than Apr. 24. Final draft is due by May 9.

3rd Assignment

Your third assignment is to reflect on some writing that you are doing as one of the more major writing projects that you have this semester. For the project itself, you should choose one of your existing academic writing projects, a relatively substantial piece like an article for submission to a journal or thesis or dissertation proposal, that is related in content to something we are discussing in class. For the reflection part, I want you to reflect on your feelings, thoughts, and ideas about the discourse practices involved in the project, making connections to the theories and models we are discussing in class. You may find your task helped by keeping a diary every time you deal with your writing project. By May 9, you are to hand in a copy of the writing project itself (at whatever stage of completion you have gotten it by then), especially polishing the section of the project that makes most direct use of what we're reading in this class as well as your final reflection on your own discourse practices. This final reflection need not be very long (I would think 3 to 5 pages might do it) but it

should reveal your current understanding of what is involved in the discourse practices you engage in producing this academic writing.

On a separate page, as a conclusion to your reflection on your own discourse processes, and very much in parallel to what you did for the first assignment, please write a definitional type statement of what you NOW think a discourse practice is. Your statement should very much reflect your own personal definition, what you think you are doing when you are engaged in a discourse practice.

Other Short Assignments

Once we've decided what topics we will cover in the class, I will be able to know which of several possibilities would be appropriate as additional assignments that will allow us to reflect on our practice as discourse users. Below I am simply listing some examples I can think of that may be arise. Note that none of these should prove too hard or demanding.

A revision assignment: Choose a short segment of text that you've written in the recent past. This segment could even be one of your entries in our written discussion. In terms of length, I'm thinking of something like a few sentences long, certainly not more than 2 or 3 paragraphs, that has a sense of self-contained coherence to it. Now set about to revise the text, observing how long it takes you and what processes you use in re-writing the text. Bring to class both the original and revision.

Planning for writing or for talking: Bring to class a very sketchy description, a "To do" list if you will, of each of the different writing or major speaking projects to which you are currently committed. These would include ALL kinds of things, ranging from thank-you notes to talking to your child's teacher, to writing a thesis/dissertation. For each one, describe the steps that will be involved in preparing actually to get the task accomplished.

Language and meaning-making: Bring to class four sentences:

1. your most favorite sentence that you've produced, either oral or written
2. your most favorite sentence that you've produced as part of the written discussions we've had so far
3. your least favorite sentence that you've produced, either oral or written
4. your least favorite sentence that you've produced as part of the written discussions

Note that these sentences may be favorites, or least favorites, for all kinds of reasons.

Persuasive writing: Bring in an example of discourse in which you were trying to be persuasive.

Collaborative writing: Your assignment for this day is to write something collaboratively. I would like it to be something you really do have to write with the person (perhaps a Christmas letter with your spouse or a memo to co-workers or to a supervisor), but if there's nothing like that in your life right now, find someone with whom you could write something (e.g., another student in this class) and set about to work for about 1 hour. In class, we will discuss your experience.

Online writing: I will give you a questionnaire to fill out that asks you to reflect on your experience in the written discussions as they compare to the oral discussions in this class.

Personal writing: If you are willing and have available a diary entry, please bring it in. We will treat these gently.

References for Research on Discourse Practices, Schallert, Spring 2014

FIRST PART OF CLASS

Background readings (due before Jan. 16 and into the following week): The first two articles are a way to establish some common ground in talking discourse practices. I know that several of you have read these in previous courses with me but they bear a re-reading.

Schallert, D. L., & Martin, D. B. (2003). A psychological analysis of what teachers and students do in the language arts classroom. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 31-45). New York: Macmillan.

Wertsch, J. V. (1991). A sociocultural approach to socially shared cognition. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 85-100). Washington, DC: American Psychological Association.

For Jan. 23: Definitional issues related to *discourse practices*

Brandt, D. (1994). Remembering writing, remembering reading. *College Composition and Communication*, 45, 459-479.

Noll, E., & Fox, D. L. (2003). Supporting beginning writers of research: Mentoring graduate students' entry into academic discourse communities. *National Yearbook Conference Yearbook*, 52, 332-344.

Gee, J. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, 44(8), 714-725.

Fairclough N. (1992). *Discourse and social change*. Cambridge, MA: Blackwell Publishers, Inc. ("Introduction" and Chapter 1 on "Approaches to Discourse Analysis" are the assignment)

For Jan. 30: The big framework debates: Part 1

Faigley, L. (1986). Competing theories of process: A critique and a proposal. *College English*, 48, 527-542.

Berkenkotter, C. (1991). Paradigm debates, turf wars, and the conduct of sociocognitive inquiry in composition. *College Composition and Communication*, 42, 151-169.

Fleckenstein, K. S., Spinuzzi, C., Rickly, R. J., & Papper, C. C. (2008). The importance of harmony: An ecological metaphor for writing research. *College Composition and Communication*, 60, 388-419.

Pratt, M. L. (1991). Arts of the contact zone. *Profession*, pp. 33-40.

For Feb. 6: The big framework debates: Part 2

Prawat, R. S., & Floden, R. E. (1994). Philosophical perspectives on constructivist views of learning. *Educational Psychologist*, 29, 37-48.

Bazerman, C. (1985). Physicists reading physics. *Written Communication*, 2, 3-23.

Baxter, L. A. (2004). Relationships as dialogues. *Personal Relationships*, 11, 1-22.

Bereiter, C. (1994). Constructivism, socioculturalism, and Popper's World 3. *Educational Researcher*, 23(7), 21-23.

For Feb. 13: Methods used in research on discourse processes: Product vs process, ethnography, critical interpretation, and longitudinal studies

Archibald, A., & Jeffery, G. C. (2000). Editorial: Second language acquisition and writing: A multi-disciplinary approach. *Learning and Instruction*, 10, 1-11.

Cintron, R. (1993). Wearing a pith helmet at a sly angle: Or, can writing researchers do ethnography in a postmodern era? *Written Communication*, 10, 371-412.

Bracewell, R. J. (1999). Objects of study in situated literacy: The role of representations in moving from data to explanation. *Written Communication*, 16, 76-92.

Janssen, D., van Waes, L., van den Bergh, H. (1996). Effects of thinking aloud on writing processes. In C. M. Levy & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences, and applications*. Mahwah, NJ: Erlbaum.

SECOND PART OF CLASS (Topics to be determined by student interest but here's what we did last time I taught the course:

For Feb. 20: Reciprocal influences of knowledge and discourse

Klein, P. D. (1999). Reopening inquiry into cognitive processes in writing-to-learn. *Educational Psychology Review*, 11(3), 203-270.

Sinatra, G. M., & Broughton, S. H. (2011). Bridging reading comprehension and conceptual change in science education: The promise of refutation text. *Reading Research Quarterly*, 46(4), 374-393.

Volet, S., Summers, M., & Thurman, J. (2009). High-level co-regulation in collaborative learning: How does it emerge and how is it sustained? *Learning and Instruction*, 19(2), 128-143.

Wohlwend, K. E., (2009). Damsels in discourse: Girls consuming and producing identity texts through Disney princess play. *Reading Research Quarterly*, 44(1), 57-83.

For Feb. 27: Culture making through and cultural influences on discourse practices

Ware, P. D., & Kramsch, C. (2005). Toward an intercultural stance: Teaching German and English through telecollaboration. *Modern Language Journal*, 89(2), 190-205.

Trainor, J. S. (2008). The emotion power of racism: An ethnographic portrait of an all-white high school. *College Composition and Communication*, 60(1), 82-112.

Hartman, P. (2006). "Loud on the inside": Working-class girls, gender, and literacy. *Research in the Teaching of English*, 41(1), 82-117.

Donahue, T. (2008). Cross-cultural analysis of student writing. *Written Communication*, 25, 319-352.

For Mar. 6: Classroom Discourse

Turner, J. C., Meyer, D. K., Midgley, C., & Patrick, H. (2003). Teacher discourse and sixth graders' reported affect and achievement behaviors in two high-mastery/high-performance mathematics classrooms. *Elementary School Journal*, 103(4), 357-382.

Lalik, R., & Oliver, K. L. (2007). Differences and tensions in implementing a pedagogy of critical literacy with adolescent girls. *Reading Research Quarterly*, 42(1), 46-70.

Ford, M. J. (2012). A dialogic account of sense-making in scientific argumentation and reasoning. *Cognition and Instruction*, 30(3), 207-245.

Radinsky, J., Oliva, S., & Alamar, K. (2010). Camila, the earth, and the sun: Constructing an idea as shared intellectual property. *Journal of Research in Science Teaching*, 47(6), 619-642.

For Mar. 20: Discipline-specific discourse

Parry, S. (1998). Disciplinary discourse in doctoral theses. *Higher Education*, 36, 273-299.

Carter, M. (2007). Ways of knowing, doing, and writing in the disciplines. *College composition and Communication*, 58(3), 385-418.

Ho, M. (2011). Academic discourse socialization through small-group discussions. *System*, 39, 437-450.

(repeat of the Radinsky, Oliva, and Alamar article, see above)

For Mar. 27: Discourses reflecting multilingual abilities

Lam, W. S. E., & Warriner, D. S. (2012). Transnationalism and literacy: Investigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.

Manyak, P. (2001). Participation, hybridity, and carnival: A situated analysis of a dynamic literacy practice in a primary-grade English immersion class. *Journal of Literacy Research*, 33(3), 423-465.

Owodally, A. M. A. (2011). Multilingual language and literacy practices and social identities in Sunni madrassahs in Mauritius: A case study. *Reading Research Quarterly*, 46(2), 134-155.

Kim, J., Kim, T., & Schallert, D. L. (2010). Becoming literate in one's heritage language: Children's situated ethnic identities and their motivation to acquire the discourse of their parents. *Yearbook of the National Reading Conference*, 59, 244-259.

For Apr. 10: Multiliteracies. CMC research, and discourse in digital environments

Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written Communication*, 27(4), 442-468.

Schwammlein, E., & Wodzicki, K. (2012). What to tell about me? Self-presentation in online communities. *Journal of Computer-Mediated Communication*, 17(4), 387-407.

Vogler, J. S., Schallert, D. L., Park, Y., Chiang, Y. V., Jordan, M. E., Song, K., Lee, S., Cheng, A. J., Lee, J., Park, J., & Sanders, A. J. Z. (in press). How reading, thinking, and writing intermingle when a classroom discussion takes place online. *Journal of Literacy Research*.

Albers, P., & Harste, J. C. (2007). The arts, new literacies, and multimodality. *English Education*, 40(1), 6-20.

For Apr. 17: Identity/identities through discourse; voice, self, and presence in discourse

Ivanic, R., & Camps, D. (2001). I am how I sound: Voice as self-representation in L2 writing. *Journal of Second Language Writing*, 10, 3-33.

Skerrett, A., Fowler-Amato, M., Chamberlain, K., & Sharp, C. (2012). Writing across lifeworlds. *Yearbook of the Literacy Research Association*, 61, 132-144.

Siles, I. (2012). Web technologies of the self: The arising of the "blogger" identity. *Journal of Computer-Mediated Communication*, 17(4), 408-421.

Moje, E. M., & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, 44(4), 415-437.

For Apr. 24: Development of writing