



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Optional Unit about the research area: Discourse Studies within Educational
Contexts
Critical Discourse Analysis
2022-1

COURSE PROFESSOR

Alvaro H. Quintero P., Ed.D.

Email: aquintero@udistrital.edu.co

ROOM

[Google Classroom](#) – [Google Meet](#)

Class Code: eonmvj3

DESCRIPTION & JUSTIFICATION:

This seminar is offered as an elective course about the theory and practice of Critical Discourse Analysis (CDA). From a social and critical outlook, this seminar on CDA is intended to engage students in the understanding of discourse and the analysis of language use as related to issues of power in society. This seminar is also designed for students to build research analytical tools in the frame of their MA thesis work.

John Searle's statement that social institutional reality is created and reproduced through language and provides people reasons for action, with the purpose of creating and regulating relations of power.



MAIN THEMES:

The course addresses these main questions:

1. What do we mean when we say “discourse”?
2. How is “discourse” theorized in CDA?
3. What makes discourse “critical”?
4. How are issues of language and power framed and studied in CDA?

COURSE GOALS

Main:

To become acquainted with conceptualizations of discourse and the analysis of language use as related to issues of power in society.

Specific:

1. To build a feasible personal approach to doing CDA about issues of language and power.
2. To analyze the relation between language and power in the voices of social actors of the ELT field.
3. To take a critical stance on the social asymmetries associated to language education.
4. To conduct a small-scale CDA about an issue of each student’s choice

METHODOLOGY

This elective course uses the methodology of a research seminar. This means that the students are expected to share and discuss their practical experiences of CDA about specific topics linked to language and power of their choice. This will be complemented by workshops on the conceptualizations and the review of studies that use CDA as a research methodology.

The students will lead most sessions. The themes above will be developed in planned sessions in which the students will play the role of discourse analysts in an environment of active participation and peer collaboration. The role of the professor will be of a catalyst for discussion and debate in workshops.



UNIVERSIDAD DISTRITAL
FRANCISCO JOSE DE CALDAS

ASSESSMENT

Weight	Activity	Due date
15 %	Attendance, active participation in class discussions and workshops, and collaborative work	All sessions
25 %	Report I: Oral presentation about a personal choice of a research topic and problem (preferably a topic that is related to the MA thesis)	March 28
25 %	Report II: Oral presentation about the review of literature and advances in the analysis of CDA data (a piece of discourse).	April 18
35 %	Final written essay based on the outcomes of the personal small-scale CDA project	May 30

COURSE PLANNER		
Week	Topic/Activity	Assigned Readings
Week 1 February 14	Introduction to the course and discussion of the Seminar Program	
Week 2 February 21	What do we mean when we say "discourse"?	Foucault, M. (2005). El Orden del Discurso. Fábula Tusquets Editores.
Week 3 February 28		Flowerdew, J. (2013). Discourse in English language education. Chapter 1 Fairclough, N. (2001). Language and Power. Chapter 2
Week 4 March 7	How is "discourse" theorized in CDA?	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 1 + 2
Week 5 March 14		Rodgers, R. (2004). Critical Discourse Analysis in Education. Chapter 1

Week 6 March 21	Holiday	
Week 7 March 28	Report I	
Week 8 April 4	What makes discourse "critical?"	Gee, J. Critical discourse analysis: What makes it critical? In Rogers, R. (2011) An introduction to critical discourse analysis in education.
Week 9 April 11		Rodgers, R. (2004). Critical Discourse Analysis in Education. Chapter 6 + 7 + 8
Week 10 April 18	Report II	
Week 11 April 25	How are issues of language and power framed and studied in CDA?	Fairclough, N. (2001). Language and power. Chapter 3 → 10
Week 12 May 2		
Week 13 May 9		
Week 14 May 16	How are issues of language and power framed and studied in CDA?	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 7
Week 15 May 23	Individual feedback session	
Week 16 May 30	Final written essay:	

BIBLIOGRAPHY:



- Bartlett, T. (2014). *Analyzing power in language*. New York, NY: Routledge
- Fairclough, N. (2003). *Analyzing Discourse*. Routledge
- Fairclough, N. (2001). *Language and power*. Harlow: Pearson Education Limited.
- Flowerdew, J. (2013). *Discourse in English language education*. New York: Routledge.
- Foucault, M. (2005). *El Orden del Discurso*. Fábula Tusquets Editores.
- Quintero, A. Una aproximación a la fundamentación epistemológica para el estudio de la relación entre lenguaje y poder en Marín, J. (2013) Una experiencia de investigación y escritura académica en epistemología y ciencia como proceso de formación doctoral. Bogotá: USTA.
- Rodgers, R. (2004). *Critical Discourse Analysis in Education*. Routledge.
- Wodak, R. & Meyer, M. (2007). *Methods of critical discourse analysis*. London: Sage Publications

AHQP/February/2022