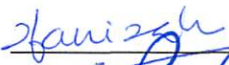
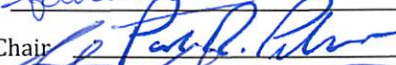

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum, Culture, and Educational Inquiry College Education <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix EDF Number 6499	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Lecture	Course Title Discourse Analysis in Education
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course introduces theories and methodologies for the study of language in use, (i.e. discourse) and offers students a conceptual and analytical framework that can provide a means to make visible the cultural assumptions and "commonsense" values in educational texts and discourses. Different discourse analysis approaches such a multimodal analysis, interactional sociolinguistics, grounded theory, and ethnography of communication (among others) will be discussed as context to then focus on exploring issues of power relations in education and other realms through critical discourse analysis and systemic functional linguistics.	
Effective Date <i>(TERM & YEAR)</i> Spring 2020	Prerequisites		Corequisites
		Registration Controls <i>(Major, College, Level)</i>	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Rogers, R. (2011). An Introduction to Critical Discourse Analysis in Education. New York, NY: Routledge. Eggins, S. (2005). Introduction to Systemic Functional Linguistics. London: Continuum.	
Faculty Contact/Email/Phone Andres Ramirez / ramirezj@fau.edu / 561-297-4660		List/Attach comments from departments affected by new course See attached.	

Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 8/13/19 8/28/19 9/29/19
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

SEP 05 2019

Received

NO CONFLICT STATEMENTS FROM DEPARTMENT CHAIRS – EDF 6499

From: Dilys Schoorman
Sent: Tuesday, March 12, 2019 10:14 AM
To: Paul Peluso; Robert Shockley; Barbara Ridener; Michael Brady; Dale Williams; Michael Whitehurst
Cc: Andres Ramirez Agudelo; Sabrina Sembiante
Subject: New course approval

Dear Chairs:

CCEI is proposing a new course titled, "Discourse Analysis in Education" that will support an emerging methodology spearheaded by our TESOL/ Bilingual Education faculty and becoming popular among our graduate students. I am sending this out for a request for "no conflict" with your department.

Thanks,

Dilys

Dilys Schoorman, Ph.D.
Professor and Chair
Department of Curriculum, Culture and
Educational Inquiry
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991
Tel: 561 297-3965
Fax: 561 297 2925

<http://www.coe.fau.edu/faculty/dschoorm/>

From: Michael Whitehurst <whitehur@fau.edu>
Date: Tuesday, March 12, 2019 at 10:19 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: Re: New course approval

Dilys,
No conflict with ESHP.
Mike

From: Michael Brady <mbrady@fau.edu>
Date: Tuesday, March 12, 2019 at 6:25 PM
To: Dilys Schoorman <dschoorm@fau.edu>
Cc: Andres Ramirez Agudelo <ramirezj@fau.edu>, Sabrina Sembiante <ssembiante@fau.edu>
Subject: RE: New course approval

I reviewed your syllabus and I don't see any conflict or unintended overlap with the courses or curriculum in the ESE Department. Good luck!

GRADUATE COLLEGE

SEP 05 2019

Received

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Paul Peluso <ppeluso@fau.edu>
Date: Tuesday, March 12, 2019 at 11:14 PM
To: Dilys Schoorman <dschoorm@fau.edu>
Cc: Robert Shockley <SHOCKLEY@fau.edu>, Barbara Ridener <BRIDENER@fau.edu>, Michael Brady <mbrady@fau.edu>, Dale Williams <DWILLIAM@fau.edu>, Michael Whitehurst <whitehur@fau.edu>, Andres Ramirez Agudelo <ramirezj@fau.edu>, Sabrina Sembiante <ssembiante@fau.edu>
Subject: Re: New course approval

No conflict with CE.

Sent from my iPhone

From: Dale Williams <DWILLIAM@fau.edu>
Date: Thursday, March 14, 2019 at 10:26 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: New course approval

No conflict with CSD.
Dale

From: Barbara Ridener <BRIDENER@fau.edu>
Date: Thursday, March 14, 2019 at 11:47 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: New course approval

Dilys,

After review by faculty there is no conflict for the Department of Teaching and Learning.

Barbara

Barbara R. Ridener, Ph.D.
Chair, Department of Teaching and Learning
Florida Atlantic University

From: Robert Shockley <SHOCKLEY@fau.edu>

Date: Tuesday, April 16, 2019 at 11:44 AM

To: Dilys Schoorman <dschoorm@fau.edu>

Subject: FW: CCEI syllabus

Dilys,

I shared your clarification with faculty and they have suggested the addition highlighted in yellow to the Course Description. With this addition we are ok with moving forward with supporting the course.

Bob

Description of Course

This course introduces theories and methodologies for the study of language in use, (i.e. discourse) and offers students a conceptual and analytical framework that can provide a means to make visible the cultural assumptions and “commonsense” values in educational texts and discourses. Different discourse analysis approaches such a multimodal analysis, interactional sociolinguistics, grounded theory, and ethnography of communication (among others) will be discussed as context to then focus on exploring issue of power relations in education and other realms through critical discourse analysis and systemic functional linguistics.

**Department of Curriculum, Culture &
Educational Inquiry**



**FLORIDA ATLANTIC
UNIVERSITY**
College of Education

EDF 6944: Discourse Analysis in Education

SECTION AND CRN#:
CAMPUS/ROOM:
INSTRUCTOR:
E-MAIL:
OFFICE:

CLASS SCHEDULE:

PHONE:
OFFICE HOURS:

“When we interpret language in these (functional-semantic) terms we might cast some light on the baffling problem of how it is that the most ordinary uses of language, in the most everyday situations, so effectively transmit the social structure, the values, the systems of knowledge, all the deepest and most pervasive patterns of the culture. With a functional perspective of language, we can begin to appreciate how this is done”

Michael Halliday 1973:45

Description of Course

This course introduces theories and methodologies for the study of language in use, (i.e. discourse) and offers students a conceptual and analytical framework that can provide a means to make visible the cultural assumptions and “commonsense” values in educational texts and discourses. Different discourse analysis approaches such as multimodal analysis, interactional sociolinguistics, grounded theory, and ethnography of communication (among others) will be discussed as context to then focus on exploring issues of power relations in education and other realms through critical discourse analysis and systemic functional linguistics.

Course Rationale

Meaning-making is arguably the single most important means through which humans engage with one another. One significant meaning-making mechanism is language, understood in its widest sense to include face-to-face talk, non-verbal interaction, and multimodal texts among others. The skillful analysis of language in educational contexts, particularly in curriculum, instruction and policy, is a crucial tool in understanding underlying ideologies, philosophies and biases in the quest for educational equity. Discourse analysis provides an additional methodological tool to emerging researchers, particularly in contexts of competing ideological and philosophical discourses that could significantly impact the effective implementation of educational equity.

Detailed Course Objectives

The course is designed to help students to:

1. discuss selected readings on DA and CDA methodology and key theoretical constructs as they pertain to education;

2. engage in recursive analyses of spoken, multimodal and written texts from different disciplines and contexts with focus on educational contexts;
3. explore language as the means of exchange of valued categories of thought which are, axiomatically, the basic commodities in the “knowledge economy;”
4. explore how texts and discourses have material effects on reality affecting educational contexts, that is, ways in which broader cultural ideologies are invoked in local social events (e.g., classroom interaction, educational policy texts) and why certain form functions are privileged over others (patterns of use etc);
5. explore the interplay between images and text as they examine multimodal texts; and
6. approach the transcription of discourse as an inherently selective and interpretive process as they explore the potential “format-based” biases, and “content-based” biases that should be taken into consideration when engaging on the process of transcribing discourse.

Required Texts

Rogers, R. (2011). *An Introduction to Critical Discourse Analysis in Education*. New York, NY: Routledge.

Eggs, S. (2005). *Introduction to Systemic Functional Linguistics*. London: Continuum.

Assignments

3-2-1 Protocols. 4 times during the semester you will fill out and submit this assignment based on one of the assigned readings. Use of the included template is required. 3-2-1 writings should be based on one of the required readings of the current week and should be submitted by that week’s class meeting. Bring a filled-out protocol to class as a guide to an informal discussion on your protocol. These will also be posted publicly to the Discussion board in Canvas so that they might fuel further discussion amongst your classmates. See example of an already completed 3-2-1 protocol in Canvas.

Discourse Analysis Semester-Long Project. A Contrastive text analysis of power relations in education

Purpose. To conduct a contrastive analysis as a means to provide a) rich opportunities for detailed linguistic description using SFL theory and methodological tools, and b) a picture of how an actual text is but one realization from a total potential; a textual repertoire among the sea of textual possibilities in the whole reservoir of meanings around a particular topic.

Final Product. A complete contrastive text analysis (as exemplified by Eggs in chapter 10) of three texts of your choice. These three texts must be similar in their field (i.e, transgender issues and children, neoliberal policies in education, deficit discourse in

education, mindfulness, discourse of choice in education, school to prison pipeline, etc.), but are expected to differ in many other ways.

This analysis includes:

- Lexico-grammatical analyses of the three texts in terms of
 - Mood
 - Transitivity and Theme
- Discourse-Semantic analyses
 - Conjunction
 - Reference
 - Lexical relations
- Generic Analysis
- Ideological analysis

Process

1. Select 3 texts similar in their field as explained above. Length should be manageable. One page or two as maximum (it is ok to choose from a larger text).
2. Conduct lexico-grammatical and discourse semantic analysis as you become familiar with them (Martin and Rose 2003 is a source, Eggins ch. 4, 6, 8, and 9), and keep evidence of your analyses (see Eggins Appendix).
3. Tabulate results from your analyses above and create display tables (see Eggins ch. 10).
4. Include generic analysis and ideological analysis (see Eggins ch. 2, and 10; Martin and Rose ch. 8).
5. Combine items 1-4 above into an analysis narrative for the three texts. Follow Eggins ch. 10.

Evaluation Criteria

3-2-1 Protocols x 4	20%
Contrastive Analysis Narrative	20%
Lexico-Grammatical Analysis	20%
Discourse Semantic Analysis	20%
Generic and Ideological Analysis	20%

FAU Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

Teaching Methodologies. This class will be run as a seminar, which means that learning takes place dialogically. Discussions in class and on Canvas (if applicable) will be designed to allow students to contribute to others' learning as well as to be good listeners. An openness to diversity of opinions will be expected. The depth of learning will also depend on the extent to which students engage in self-directed learning, especially as they

engage in critical reflection on the readings, assignments and perspectives that emerge in discussions. One-on-one instruction is likely as students work with the instructor on individual assignments.

PROPOSED SCHEDULE

This schedule may vary to accommodate special circumstances of the class. Changes will be fully discussed and agreed upon with students.

Class Session	Class Topic and Readings
<p>Week 1-2</p>	<p>Introduction to the Course Conceptual map of discourse analysis approaches</p> <p>1. Martin, J.R. (2014) Evolving Systemic Functional Linguistics: beyond the clause. <i>Journal of Functional Linguistics</i>.</p> <p>2. <u>Ch. 1. Introduction to Functional Linguistics.</u> Eggins, S (1994). <i>An Introduction to Systemic Functional Linguistics</i>.</p> <p>3. <u>Ch. 2. Context of Culture: Genre.</u> Eggins, S (1994). <i>An Introduction to Systemic Functional Linguistics</i>.</p> <p>4. <u>Ch. 10. Explaining Text: Applying Systemic Functional Linguistics.</u> Eggins, S (1994). <i>An Introduction to Systemic Functional Linguistics</i>.</p> <p>5. <u>Appendix. Analysis of the Crying Baby texts.</u> Eggins, S (1994). <i>An Introduction to Systemic Functional Linguistics</i>.</p>
<p>Week 3-4</p>	<p>Systemic Functional Linguistics: Applications to Discourse Analysis of Economic, Political and Educational Policy. Part I</p> <p>6. McKena, B.; & Graham, P. Technocratic discourse: A primer. <i>Journal of Technical Writing and Communication</i>, 30, (3): 219-247.</p> <p>7. Butt, D.; Lukin, A.; & Matthiessen, C. (2004). Grammar- the first covert operation of war. <i>Discourse and Society</i>. 15 (2-3): 267-290.</p> <p>8. Ramírez, A., & Hyslop-Margison, E. (2015). Neoliberalism, Universities and the Discourse of Crisis. <i>L2 Journal</i>, 7(3). https://escholarship.org/uc/item/2gx093rzn</p> <p>9. Gutiérrez, K. D., & Jaramillo, N. (2006). Looking for educational equity: The consequences of relying on Brown. In A. Ball (Ed.), <i>With More Deliberate Speed: Achieving Equity and Excellence in Education-Realizing the Full Potential of Brown V. Board of Education</i> (pp. 173–187). Boston, MA: Blackwell Publishers.</p>
<p>Week 5-6</p>	<p>Systemic Functional Linguistics: Applications to Discourse Analysis of Economic, Political and Educational Policy. Part II</p>

	<p>10. <u>Ch. 1. Interpreting Social Discourse.</u> Martin, J., Rose, D (2003). Working with Discourse: meaning beyond the clause. London: Continuum. 2003.</p> <p>11. <u>Ch. 1. Language in Time of War.</u> Young, L. & Fitzgerald, B (2006). The Power of Language: How discourse Influences Society. London: Equinox.</p> <p>12. <u>Ch. 8. Language in Modern Trends.</u> Young, L. & Fitzgerald, B (2006). The Power of Language: How discourse Influences Society. London: Equinox.</p> <p>13. Fairclough, N. (2004). Critical discourse analysis in researching language in the new capitalism : overdetermination, transdisciplinary and textual analysis. In C. Harrison, & L. Young (Eds.), Systemic linguistics and critical discourse analysis. (pp. 103-122). London: Continuum.</p>
<p>Week 7-8</p>	<p>Exploring Interpersonal Meaning: Clause as Exchange</p> <p>14. <u>Ch. 3. Language and Racism.</u> Young, L. & Fitzgerald, B (2006). The Power of Language: How discourse Influences Society. London: Equinox.</p> <p>15. <u>Ch. 2. Appraisal: Negotiating Attitudes.</u> Martin, J., Rose, D (2003). Working with Discourse: meaning beyond the clause. London: Continuum. 2003.</p> <p>16. <u>Ch. 6. The Grammar of Interpersonal Meaning: Mood.</u> Eggins, S (1994). An Introduction to Systemic Functional Linguistics.</p> <p><i>Complete at least 1 practice/application section from Young and Fitzgerald and as many interpersonal practice exercises as you can. Submit in writing.</i></p>
<p>Week 9-10</p>	<p>Exploring Ideational Meaning: Clause as Representation</p> <p>17. <u>Ch. 2. Language and Gender.</u> Young, L. & Fitzgerald, B (2006). The Power of Language: How discourse Influences Society. London: Equinox.</p> <p>18. <u>Ch. 3. Ideation: Representing Experience.</u> Martin, J., Rose, D (2003). Working with Discourse: meaning beyond the clause. London: Continuum. 2003.</p> <p>19. <u>Ch. 8. The Grammar of Experiential Meaning: Transitivity.</u> Eggins, S (1994). An Introduction to Systemic Functional Linguistics.</p> <p><i>Complete at least 1 practice/application section from Young and Fitzgerald and as many ideational practice exercises as you can. Submit in writing.</i></p>
<p>Week 11-12</p>	<p>Exploring Textual Meaning: Clause as Message</p> <p>20. <u>Ch. 4. Language and Advertising.</u> Young, L. & Fitzgerald, B (2006). The Power of Language: How discourse Influences Society. London: Equinox.</p> <p>21. <u>Ch. 5. Identification: Tracking Participants.</u> Martin, J., Rose, D (2003). Working with Discourse: meaning beyond the clause. London: Continuum. 2003.</p> <p>22. <u>Ch. 6. Periodicity: Information Flow.</u> Martin, J., Rose, D (2003). Working with Discourse: meaning beyond the clause. London: Continuum. 2003.</p> <p>23. <u>Ch. 8. The Grammar of Textual Meaning: Theme.</u> Eggins, S (1994). An Introduction to Systemic Functional Linguistics.</p> <p><i>Complete at least 1 practice/application section from Young and Fitzgerald and as many textual practice exercises as you can. Submit in writing.</i></p>

<p>Week 13</p>	<p><u>Revisit Readings as needed for your semester-long analysis. Also read:</u></p> <p><i>Discourse-Semantics: Connecting Events</i></p> <p>24. Ch. 4. <u>Conjunction: Connecting Events</u>. Martin, J., Rose, D (2003). Working with Discourse: meaning beyond the clause. London: Continuum. 2003.</p> <p>25. Ch. 4. <u>Discourse-Semantics: Cohesion in Text</u>. Eggins, S (1994). An Introduction to Systemic Functional Linguistics.</p> <p>Draft analysis due. Submit all interpersonal, ideational, and interpersonal exercises.</p>
<p>Week 14</p>	<p><u>Revisit. Martin 2014.</u> Martin, J.R. (2014) Evolving Systemic Functional Linguistics: beyond the clause. Journal of Functional Linguistics.</p> <p><u>Final Presentations of analyses.</u></p> <p>Final Analysis due.</p>

Course Policies

Attendance Policy: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Required format: All assignments should be typed, double spaced and stapled. Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. Students in the College of Education are expected to use the APA Publication Manual as the official style guide (6th edition, 2009). For more information or to order, go to: <http://www.apastyle.org/>

Code of academic integrity: Students at Florida Atlantic University are expected to maintain the highest ethical standards. All sources used in projects must be cited, referenced, and listed in the appropriate bibliography/ materials list. Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community,

which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University Regulation 4.001, “Code of Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. Please review this code at:

http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Religious Accommodation: Reasonable accommodations according to Florida law will be provided. The details of this policy appear on the FAU online University Catalog under Academic Policies and Regulations: <http://www.fau.edu/academic/registrar/catalog/>

Students with Disabilities: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) - in Boca Raton SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) - and follow all SAS procedures. <http://www.fau.edu/sas/>The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being.

For more information, go to <http://www.fau.edu/counseling/>

Other Recommended Readings

- Bakhtin, M.M. (1981). Discourse in the novel. In M. Holquist (Ed.), *The dialogic imagination: Four essays*. Austin: University of Texas Press.
- Bakhtin, M.M. (1986). In M. Holquist & C. Emerson (Eds.), *Speech genres and other late essays* (1st ed.). Austin: University of Texas Press.
- Bazerman, C., & Prior, P. (2004). *What writing does and how it does it: An introduction to analyzing texts and textual practices*. Mahwah: Lawrence Erlbaum Associates Publishers.
- Bernstein, B. B. (1996). *Pedagogy, symbolic control, and identity : theory, research, critique*. London ; Washington, D.C.: Taylor & Francis.
- Bernstein, B. B. (2000). *Pedagogy, symbolic control, and identity : theory, research, critique* (Rev. ed.). Lanham, Md.: Rowman & Littlefield Publishers.
- Bloome et al. (2005). Introduction: Different approaches to DA.
- Bourdieu, P., & Thompson, J.B. (1991). *Language and symbolic power*. Cambridge, MA: Harvard University Press.
- Chapman, A.P. (2003). A social semiotic of language and learning in school mathematics. In M. Anderson et al. (Eds.), *Educational perspectives on mathematics as semiosis: From thinking to interpreting to knowing* (pp. 129–0148).
- Christie, F. (2002). *Classroom discourse analysis: A functional perspective*. London and New York: Continuum
- Christie, F., & Martin, J. R. (2007). *Language, knowledge and pedagogy : functional linguistic and sociological perspectives*. London: Continuum.
- Christie, F., & Derewianka, B. (2008). *School discourse : learning to write across the years of schooling*. London ; New York: Continuum.

- Christie, F., & Maton, K. (2011). *Disciplinary Functional Linguistics and Sociological Perspectives*. London ; New York: Continuum.
- Coffin, C. (2003). Reconstructions of the past—settlement or invasion? The role of judgment analysis. In J.R. Martin & R. Wodak (Eds.), *Re-reading the past: Critical and functional perspectives on time and value* (pp.219–246). Amsterdam: John Benjamins.
- Cope, B., & Kalantzis, M. (1993). *The powers of literacy: A genre approach to teaching writing*. Pittsburgh: University of Pittsburgh Press.
- Cope, B., Kalantzis, M., & New London Group. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London and New York: Routledge.
- de Oliveira, L. C., & Iddings, J. (2014). *Genre pedagogy across the curriculum : theory and application in U.S. classrooms and contexts*. Sheffield, UK ; Bristol, CT: Equinox.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge, UK and Cambridge, MA: Polity Press.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. London and New York: Longman.
- Fairclough, N. (2001). *Language and power* (2nd ed.). Harlow, England and New York: Longman.
- Fairclough, Norman (2003). *Analyzing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Foucault, M. (1977). Truth and power. In Colin Gordon (Ed.), *Power/ Knowledge*. New York: Pantheon Books.
- Gee, J.P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.). London and Bristol, PA: Taylor & Francis.
- Gee, J. (2004). Discourse analysis: What makes it critical? In R. Rogers (Ed.) *An introduction to critical discourse analysis in education* (pp. 19–50).
- Gee, J.P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). London and New York: Routledge.
- Goffman, E. (1969). *The presentation of self in everyday life*. London: Allen Lane.
- Goffman, E. (1981). *Forms of talk*. Philadelphia: University of Pennsylvania Press.
- Gumperz, J.J. (1982). *Discourse strategies*. Cambridge and New York: Cambridge University Press.
- Halliday, M. (1999.) The notion of “context” in language education. In M. Ghadessy (Ed.), *Text and Context in Functional Linguistics* (pp. 1–24). Amsterdam: John Benjamins.
- Halliday, M. (2002). Linguistic function and literary style: An inquiry into the language of William Golding’s *The Inheritors* (1971). *Linguistics of text and discourse* (vol. 2, pp. 88–125). London: Continuum.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (1999). *Construing experience through meaning : a language-based approach to cognition*. London ; New York: Continuum.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar* (3rd ed.). London New York: Arnold; Oxford University Press.
- Jewitt, C., & Kress, G.R. (2003). *Multimodal literacy*. New York: P. Lang.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: UNSW Press.
- Kress, G.R., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London; New York: Arnold; Oxford University Press.
- Martin, J. R., & Christie, F. (1997). *Genre and institutions : social processes in the workplace and school*. London ; Washington: Cassell.
- Martin, J. R., & Rose, D. (2008). *Genre relations : mapping culture*. London ; Oakville, CT: Equinox Pub.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England and New York: Longman.
- Ramírez, A. (2014). Genre-based principles in a content-based English as a second language classroom. In L. C. De Oliveira & J. Iddings (Eds.), *Genre pedagogy across the curriculum : theory and application in U.S. classrooms and contexts*. . Sheffield, UK ; Bristol, CT
- Ramírez, A. (2017). Paraphrastic Academic Writing as Entry Point for First Generation Advanced Bilingual College Students. In R. Harman (Ed.), *Critical take(s) on Systemic Functional Linguistics: Academic Literacies*: Springer.
- Rymes, B. (2009). *Classroom discourse analysis: A tool for critical reflection*. Cresskill: Hampton Press.
- Rogers, Rebecca. (2004). *An introduction to critical discourse analysis in education*. Mahwah: L. Erlbaum Associates.
- Street, B. (1995). *Social literacies: Critical approaches to literacy in development, ethnography, and education*. London and New York: Longman.
- Tishcher, S, Meyer, M, Wodak, R, & Vetter, E. (2000). *Methods of Texts and Discourse Analysis*. London: Sage.
- Weedon, C. (1996). *Feminist practice and poststructuralist theory* (2nd ed.). Cambridge, MA: Blackwell.
- Wodak, R., & Meyer, M. (2001). *Methods of critical discourse analysis*. London and Thousand Oaks, CA: Sage.