

## Discourse and Multimedia Analysis Course Syllabus

Jay Lemke

(1) There is a Dollar Bill's **Coursepak** for this course, available at Ulrich's Bookstore.

(2) There are **also two required books**, which will be used in the second half of the course and should be at Ulrich's a few weeks after the start of the term:

Kress, G., & van Leeuwen, T. (1996). *Reading images*. London: Routledge.

Cotton, Bob, & Oliver, Richard (1997). *Understanding hypermedia 2.000*. London: Phaidon.

(3) Readings which are not in the coursepak or these books will be available online or made available later in the term. Some of the multimedia material contains images and video; please "read" these as carefully as you would read purely textual material in the course. See Online Readings and Media on CD. "Recommended" readings for a topic are optional; they will not be discussed in class but are very useful if you want to pursue the topic further.

(4) Some topics in the course will occupy one week; others will take two weeks. We will adjust the schedule during the course, depending on how much time we need with each topic. For the first class, please try to read at least the selections from Lemke (1990) available in Online Readings.

(5) Written work in the course will consist of either two shorter papers, one applying techniques of discourse analysis to a text of your choice and the other applying visual analysis techniques to the same or different material, or one longer paper combining discourse and visual analysis on the same material. I will consult with students individually about the most useful methods in relation to your research interests and media materials.

### Course Topics

#### 1. The value of discourse analysis in educational research

Lemke, J.L. (1990). *Talking Science: Language, Learning, and Values*. Norwood: Ablex Publishing. [Introduction and Chap 1; see Online Readings]

Wortham, Stanton (2003). Linguistic anthropology of education: An introduction. In S. Wortham and B. Rymes (Eds.), *Linguistic anthropology of education* (pp. 1–30). London and Westport, CT: Praeger/Greenwood [in coursepak].

*Recommended:*

Hornberger, Nancy (2003). Linguistic anthropology of education in Context. In S. Wortham and B. Rymes (Eds.), *Linguistic Anthropology of Education* (pp. 245–270). London and Westport, CT: Praeger/Greenwood.

## **2. Overview of selected approaches to discourse analysis**

Lemke, J.L. (1998). Analysing verbal data: Principles, methods, and problems. In K. Tobin & B. Fraser (Eds.), *International Handbook of Science Education* (pp. 1175–1189). London: Kluwer Academic Publishers [see Online Readings].

## **3. Tools from functional linguistics**

Halliday, M.A.K., & Hasan, R. (1989). *Language, Context, and Text*. London: Oxford University Press [chs 1, 2, 3: pp. 3–39; ch. 5, pp. 70–96; in coursepak].

Ravelli, L.J. (1999). Getting started with functional analysis of texts. In L. Unsworth (Ed.), *Researching language in schools and communities* (pp. 27–64). London: Cassell [in coursepak].

## **4. Analysis of classroom discourse**

Lemke, J.L. (1990). *Talking Science: Language, Learning, and Values*. Norwood: Ablex Publishing [chs 2 and 4; Appendices; in coursepak].

## **5. Transcription as theory and index**

Ochs, Elinor (1979). Transcription as theory. In E. Ochs & B. Schieffelin (Eds.), *Developmental pragmatics* (pp. 43–72). New York: Academic Press [in coursepak].

*Recommended:*

Sacks, Harvey, Schegloff, Emanuel A., and Jefferson, Gail (1974). A simplest systematics for the organization of turn-taking in conversation. *Language*, 50, 696–735.

## 6. Resources for evaluative meanings

Lemke, J.L. (1998). Resources for attitudinal meaning: Evaluative orientations in text semantics. *Functions of Language*, 5(1), 33–56 [see Online Readings].

## 7. Analyzing visual images

Kress, G., & van Leeuwen, T. (1996). *Reading images*. London: Routledge (**selected chapters**).

*Recommended:*

Barthes, Roland (1977). *Image-Music-Text*. New York: Hill & Wang.

Barthes, Roland (1981). *Camera lucida*. New York: Hill & Wang.

### 8a. Text and image: Evaluations in political cartoons

Lemke, J.L. (in preparation). Visual and verbal resources for evaluative meaning in political cartoons. <http://www-personal.umich.edu/~jaylemke/papers/polcart.htm>.

### 8b. Text and image: Scientific texts and websites

Lemke, J.L. (1998). Multiplying meaning: Visual and verbal semiotics in scientific text. In J.R. Martin & R. Veel (Eds.), *Reading Science* (pp. 87–113). London: Routledge [see Online Readings].

## 9. Multimedia analysis: Video, action, and gesture

Goodwin, Charles (In press). Pointing as situated practice. To appear in Sotaro Kita (Ed.), *Pointing: Where language, culture and cognition meet*. Mahwah: Lawrence Erlbaum Associates.

Goodwin, Charles (2000). Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32, 1489–1522 [for these items see course CD-ROM.]

## 10. Multimedia analysis: Transcribing a television commercial

Thibault, P.J. (2000). The multimodal transcription of a television advertisement. In A. Baldry (Ed.), *Multimodality and multimediality in the distance learning age*. Campobasso, Italy: Palladino [[Article](#) For Appendix, see course CD-ROM].

## **11. Multimedia analysis: Website design and hypermedia**

Lemke, J.L. (2002). Multimedia genres for science education and scientific literacy. In M. Schleppegrell & M.C. Colombi (Eds.), *Developing advanced literacy in first and second languages* (pp. 21–44). Mahwah: Erlbaum [see Online Readings].

Lemke, J.L. (2002). Travels in hypermodality. *Visual Communication*, 1(3), 299–325 [see Online Readings].

Cotton, Bob, & Oliver, Richard (1997). *Understanding hypermedia 2.000*. London: Phaidon [selected chapters].

*Recommended:*

van Leeuwen, T. (1999). *Speech, music, sound*. London: Macmillan [New York: St. Martin's Press].

## **12. Multimedia analysis: Learning in multimodal interaction: A synthesis**

Lemke, J.L. (1998). Multimedia demands of the scientific curriculum. *Linguistics and Education*, 10(3), 247–272 [see Online Readings].

Lemke, J.L. (1999). Typological and topological meaning in diagnostic discourse. *Discourse Processes*, 27(2), 173–185 [see course CD-ROM].

*Recommended:*

Lemke, J.L. (1998). Metamedia literacy: Transforming meanings and media. In D. Reinking, L. Labbo, M. McKenna, & R. Kiefer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. 283–301). Hillsdale: Erlbaum.

## **Course Bibliography**

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Alpers, Svetlana. (1983). *The art of describing: Dutch art in the 17th century*. Chicago: University of Chicago Press.

Arnheim, Rudolf (1956). *Art and visual perception*. London: Faber.

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- Bakewell, Liza (1998). Image acts. *American Anthropologist*, 100(1), 22–31.
- Bakhtin, Mikhail M. (1935/1981). Discourse in the novel. In M. Holquist (Ed.), *The Dialogic Imagination*. Austin: University of Texas Press.
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- Cotton, Bob, & Oliver, Richard (1997). *Understanding hypermedia 2.000*. London: Phaidon.
- Eisenstein, S. (1943). *The film sense*. London: Faber.
- Fischman, G.E. (2001). Reflections about images, visual culture, and educational research. *Educational Researcher*, 30(8), 28–33.
- Foucault, Michel (1986). Of other spaces. *Diacritics*, 16, 22–27.
- Goldman-Segall, R. (1998). *Points of viewing children's thinking*. Mahwah: Erlbaum/LEA.
- Goodwin, Charles (1994). Professional vision. *American Anthropologist*, 96(3), 606–633.
- Goodwin, Charles (1995). Co-constructing meaning in conversations with an aphasic man. *Research on Language and Social Interaction*, 28(3), 233–260.
- Goodwin, Charles (1996). Transparent vision. In Elinor Ochs, Emanuel A. Schegloff, and Sandra Thompson (Eds.), *Interaction and grammar* (pp. 370–404). Cambridge: Cambridge University Press.
- Goodwin, Charles (2000). Action and embodiment within situation human interaction. *Journal of Pragmatics*, 32, 1489–1522.
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- Halliday, M.A.K. (1989). *Spoken and written language*. London: Oxford University Press.

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- Halliday, M.A.K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M.A.K., & Hasan, R. (1989). *Language, context, and text*. London: Oxford University Press [chs 1, 2, 3: pp. 3–39; ch. 5, pp. 70–96].
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- Hutchins, Edwin, and Palen, Leysia (1997). Constructing meaning from space, gesture, and speech. In Lauren Resnick, Roger S., Clotilde Pontecorvo, and Barbara Burge (Eds.), *Discourse, tools and pointing: Essays on situated cognition* (pp. 23–40). Springer-Verlag.
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- Kendon, Adam (1997). Gesture. *Annual Review of Anthropology*, 26, 109–128.
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- Kress, Gunther, & van Leeuwen, Theo (1996). *Reading images*. London: Routledge.
- Kress, Gunther, & van Leeuwen, Theo (2001). *Multimodal discourse*. London: Arnold.
- Latour, Bruno (1995). The “Pedofil” of Boa Vista: A photo-philosophical montage. *Common Knowledge*, 4(Spring No. 1), 144–187.
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- Lemke, J.L. (1998). Multiplying meaning: Visual and verbal semiotics in scientific text. In J.R. Martin & R. Veel (Eds.), *Reading science* (pp. 87–113). London: Routledge.

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- Ochs, Elinor, Gonzales, Patrick, and Jacoby, Sally (1996). “When I come down, I’m in the domain state”: Grammar and graphic representation in the interpretive activity of physicists. In Elinor Ochs, Emanuel A. Schegloff, and Sandra Thompson (Eds.), *Interaction and grammar* (pp. 328–369). Cambridge: Cambridge University Press.
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*Linguistics and Education*, 10(3), 359–388.

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