



**Childhood and Youth Studies 3313G (570)**  
**RESEARCH METHODOLOGIES USING DISCOURSE ANALYSIS**  
**Fall/ Winter 2025-2026**

**Instructor:** J. Drew  
**Email:** jwdrew@uwo.ca

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**Course Information**

**Calendar Description:**

An advanced seminar on the research methodologies of discourse analysis. Students will analyze literature, locate texts, assemblages, or media available for applying the key concepts of discourse analysis to childhood and youth.

**Prerequisite(s):** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

**Extra Information:** 3 seminar hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



**CYS 3313B**  
**Methods of Discourse Analysis**  
**Winter 2026**

**Instructor:** Dr. John Drew  
**Email:** [jwdrew@uwo.ca](mailto:jwdrew@uwo.ca)  
**Mode of Instruction:** In-person  
**Office hours:** by appointment

**Course Information**

**Prerequisites:** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Unless you have either the prerequisites for this course or written special permission from the Dean to enroll in it, you may be deregistered.

**Course Description**

An advanced seminar on the research methodologies of discourse analysis. Students will analyze literature, and locate texts, assemblages, or media available for applying the key concepts of discourse analysis to childhood and youth.

**Learning Outcomes**

LO 1 - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.

LO 2 - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

LO 4 – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

LO 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

LO 6 – CYS students come to appreciate that the way we position children and youth as

persons shapes our policy positions and the research questions. HSP students develop the ability to place children’s and youths’ own experiences and perceptions at the center of research methods and policy/legal debate.

LO 7 – CYS students develop lines of argument and to make sound judgements in accordance with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions.

LO 8 – CYS Students make critical use of scholarly reviews and primary sources.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations

**There are no materials to purchase for this course.**

### **Land Acknowledgement and Commitment to Truth and Reconciliation**

We acknowledge that the King’s campus is on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We are inspired by and grateful for Indigenous ways of knowing that teach us the interdependency and interconnectedness of all life forms, and our relationship of mutual reliance and shared destiny with other people, animals, and the earth. Awareness of past and ongoing colonial injustices, and how education and childcare contexts have been used as vehicles for perpetuating colonial violence, is essential for those committed to studying and working in childhood- and youth-related fields, as is the commitment to reconciling with Indigenous communities.

*“It is precisely because education was the primary tool of oppression of Aboriginal people and the miseducation of all Canadians, that we have concluded that education holds the key to reconciliation.”*

**Justice Murray Sinclair**

#### **Anticipated Schedule**

	<b>Readings</b>	<b>Topics</b>	<b>Notes</b>
<b>Week 1</b>  <b>Jan. 5</b>	Course outline  Gee, J.P. <i>An Introduction to Discourse Analysis</i> , (p. 1-26)	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Introduction to discourse analysis</li> </ul>	Daily contribution marks begin today

<b>Week 2</b>  <b>Jan. 12</b>	Gee, J.P. <i>An Introduction to Discourse Analysis</i> , (p. 44-60)  Turmel, A. <i>A Historical Sociology of Childhood</i> , (1-11).	<ul style="list-style-type: none"> <li>• Social Languages</li> <li>• Intertextuality</li> <li>• The historical construction of childhood</li> </ul>	<b>Jan. 13:</b> Last day to add a second-term course.
<b>Week 3</b>  <b>Jan. 19</b>	Ryan, P. " <u>How New Is the "New" Social Study of Childhood? The Myth of a Paradigm Shift.</u> "  Russell, P. "Parallel Fantasies"	<ul style="list-style-type: none"> <li>• The discursive constructions of childhoods</li> <li>• Historical and contemporary discourses of childhood</li> <li>• Identifying discursive tensions in representations of childhood and youth</li> </ul>	
<b>Week 4</b>  <b>Jan. 26</b>	Gee, J.P. <i>An Introduction to Discourse Analysis</i> , (p. 100-127)  Moss, P. "There Are Alternatives! Contestation and Hope in Early Childhood Education"  Watch: <i>Seven Plus Seven</i> (Dir. Apted, M., 1971)	<ul style="list-style-type: none"> <li>• Context and reflexivity</li> <li>• Discourse analysis in practice</li> <li>• Curricular and pedagogical discourses</li> <li>• Discourses of class</li> <li>•</li> </ul>	
<b>Week 5</b>  <b>Feb. 2</b>	<u>Van Dijk</u> , TA, "Discourse and Racism"  Thomas, E.E. "Stories <i>Still</i> Matter: Rethinking the Role of Diverse Children's Literature"	<ul style="list-style-type: none"> <li>• Discourse of childhood and race and diversity</li> <li>• Literary discourses of race, whiteness, and multiculturalism</li> </ul>	
<b>Week 6</b>  <b>Feb. 9</b>	Allred, P. & Burman, <i>Analysing Children's Accounts Using Discourse Analysis</i>	<ul style="list-style-type: none"> <li>• <b>Political and gendered discourses of childhood</b></li> <li>• Developmental discourses</li> <li>• Locating and analysing texts</li> </ul>	<b>Discourse analysis topic proposal due</b>
<b>Reading week</b>			

<b>Week 7</b> <b>Feb. 23</b>			<b>Midterm</b>
<b>Week 8</b> <b>Mar. 2</b>	Arribas-Ayllon, M. & Walkerdine, A. "Foucauldian Discourse Analysis"	<ul style="list-style-type: none"> <li>• Foucauldian discourse analysis</li> <li>• Establishing research circles</li> <li>• Formulating topic statement</li> </ul>	
<b>Week 9</b> <b>Mar. 9</b>	Consult resources in OWL	<ul style="list-style-type: none"> <li>• Literature review</li> <li>• Establishing research questions</li> </ul>	
<b>Week 10</b> <b>Mar. 16</b>	No readings	<ul style="list-style-type: none"> <li>• Sharing and presenting research to peers</li> <li>• Research design</li> </ul>	Research Circle Presentations
<b>Week 11</b> <b>Mar. 23</b>	Consult resources in OWL	<ul style="list-style-type: none"> <li>• <b>Research methodologies and ethics</b></li> </ul>	Research Log/ Preliminary Proposal submission
<b>Week 12</b> <b>Mar. 30</b>	Consult resources in Owl	<ul style="list-style-type: none"> <li>• <b>Finalizing proposal</b></li> </ul>	Last day to drop a Winter-term half course.
<b>Week 13</b> <b>Apr. 6</b>		<ul style="list-style-type: none"> <li>• Final proposal presentations</li> </ul>	Complete Student Questionnaire on Courses and Teaching (SQCT) for this course

### Course Expectations

If you need help, clarification, or additional information you are welcome to email me at [jwdrew@uwo.ca](mailto:jwdrew@uwo.ca), speak to me before or after class, or we can set up an appointment to meet in person or via Zoom. I can normally respond to emails within 1-2 days during the week and that should be your expectations. Remember that emailing a professor is not akin to texting a friend and professionalism is expected. Any announcements will be posted on the course home page and sent to your Western email. Check your Western email daily.

Cellphones are not permitted to be used during class time. You are allowed to use laptops or tablets responsibly. This means that it must be used as a learning aid. If it is clear you are distracted with unrelated content and/or distracting others you will no longer be permitted to use the devices in class.

Ensure that you not only come to class, but also complete the readings to the best of your ability and take notes. Some of the readings will be challenging and you may struggle to understand the content and ideas but asking questions and working through difficult material are integral to

learning. Be prepared to invest additional time outside of class (1-3 hours/week) for reading, note taking, and assignments.

### **Policy on Artificial Intelligence**

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

### **CYS Late Penalty Statement:**

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

### **Western's Grading Guidelines**

A+ (90 - 100%) – One could scarcely expect better from a student at this level

A (80 - 89%) – Superior work which is clearly above average

B (70 - 79%) – Good work, meeting all requirements, and eminently satisfactory

C (60 - 69%) – Competent work that meets requirements

D (50 - 59%) – Fair work, minimally acceptable

F (<50%) – Below expectations (or assigned when course is dropped with academic penalty)

<b>Assessments</b>	<b>Weight</b>	<b>Due date</b>
<b>Discourse Analysis Topic Proposal</b>	10%	Feb. 9
<b>Midterm Exam (Designated Assessment)</b>	25%	Feb. 23
<b>Research Log and Presentation to Research Collaboratory</b>	20%	Mar. 16 and 23
<b>Final Proposal and Research Presentation</b>	30%	Apr. 6
<b>Contributions</b>	15%	Continuous
	100%	

### **Contributions (15%)**

Our class will be interactive, and it requires consistent and thoughtful discussion. You must be present to participate, but this is not an attendance mark; it is about the quantity and quality of your contributions. Verbal engagement is a skill like writing, research, test writing, and policy analysis, and something we can practice and develop. Effort is recognized. Being prepared and engaged are the best way to excel.

Every class, you will earn a grade out of 10 for your contributions as follows:

>12 = excellent to outstanding. Not only did you effectively prepare for class, discuss the material, and remain focused throughout the session, you also demonstrated a deeper and particularly advanced level of engagement and analysis (such as by making connections between concepts or issues or applying a theoretical lens).

10.5-11.5 = good to very good. You were prepared for class and effectively contributed to discussions and remained engaged throughout the session. You asked and/or answered questions and/or shared ideas that demonstrated understanding and curiosity.

9-10 = capable. Your contributions were occasional and/or uneven.

7.5-8.5 = minimal or fair. This grade will be earned in different situations. Very shy students who do not contribute verbally in class but who engage in active and focused listening and note taking will not fail but rather will earn a grade in this range. This grade also applies to students who are present and may even contribute but are demonstrably unprepared.

<7.5 = does not meet the minimum threshold for contributions.

0 = absent or used an unauthorized device

These daily grades will be averaged to determine your contribution grade at the end of the semester. Your lowest daily grade will automatically be dropped (e.g. a zero because you were absent, a 5 because you left halfway through, an 8 because you did not contribute, etc.). Any other low scores or zeroes will count in the calculation. Be aware of how significantly even one zero pulls down an otherwise strong average. Two students will serve as peer note takers and be permitted to use laptops for this sole purpose. You may obtain notes for a missed class from someone else but are also welcome to contact the peer note takers once to obtain the typed notes (even though there are two, you can access one set of notes once).

### **Discourse Analysis Topic Proposal (10%)**

You will develop a topic proposal outlining your intended area of focus for your discourse analysis. This must include a selection of representative texts to be analysed. Your topic proposal will follow a template outlining your research goals and how they are expected to link to potential discursive frames.

### **Midterm Exam (25%)**

A 90-minute exam comprised of short and medium length answers covering all course material (readings and classroom content). This is the designated assessment and both documentation and formal approval are required to request and obtain academic consideration for a makeup through the portal.

### **Research Log and Presentation to Research Group (20%)**

You will use the research log template to develop a preliminary literature review outlining research texts emphasizing how they contribute to shaping your discourse analysis objectives and proposed research question. You will present this preliminary work to your research collaboratory for feedback.

### **Final Proposal and Research Presentation (30%)**

In this final proposal, you will outline your topic statement, research question, literature review, proposed research plan, and methodology. Research collaboratories will develop a presentation synthesizing the research proposals and goals.

## **Additional Instructions and Resources**

### **What expectations for ethical behaviour, politeness, and honesty govern our interactions?**

In this class, we will be discussing a range of issues that are integral to the field of Childhood and Youth Studies. Sometimes these issues provoke feelings of discomfort or points of disagreement. At the university level, we aim to challenge many of our preconceived notions of the world and to engage the course material in the spirit of thoughtful and critical evidence-based practice. We should feel comfortable disagreeing but always express our disagreement in respectful and generous terms and provide supporting rationale and evidence for arguments.

### **Commitment to Student Wellness and Basic Needs**

If you face any challenges securing food or housing, you are encouraged to contact King's Accessibility Office at (519) 433-3491 ext. 7800 or email [acsd@kings.uwo.ca](mailto:acsd@kings.uwo.ca) for support. The King's Accessibility Office can assist with mental health, security, and/or marginalization supports.

### **Accessibility at King's**

If there is anything I can do to make the course more accessible for you, please let me know. For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit [King's Accessibility Website](#).

Important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) are posted online, see [this page on Academic Dates and Events for Western University](#).

We are committed to establishing an anti-oppressive learning environment and equity, diversity, and inclusion is a responsibility of all members of the King's community. See [the code of student responsibilities](#). We honour each other's preferred names and pronouns and respect the diverse languages and experiences that enrich the classroom.

Good luck and have a great term!

**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

**1. Academic Accommodations, Consideration for Absences**

**Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

**Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

Friday Make-Up Exams may only be written with the instructor's consent.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

**Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:  
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:  
[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:  
<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:  
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.