

8-1-2014

Literacy (Re) Constructed: A Critical Analysis of Textbook and Educational Policy Discourse

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LITERACY (RE) CONSTRUCTED: A CRITICAL ANALYSIS OF
TEXTBOOK AND EDUCATIONAL POLICY DISCOURSE

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

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August 2014

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This qualitative research study aimed to critically examine developmental reading textbook and educational policy discourse situated in the California Community College System in order to uncover implicit assumptions about literacy, textbooks, college reading instruction, the instructor's role, and the role of developmental students. A theoretical framework combining Norman Fairclough's (2001) three-stage method of Critical Discourse Analysis with sociocultural theory and critical pedagogy was employed to investigate three primary research questions: a) How can the application of critical discourse analysis to developmental reading textbooks and related educational policy texts benefit educators and students? b) How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students? c) Is there a relationship between developmental reading textbooks and educational policy?

By applying Critical Discourse Analysis to the following three data sets: *Ten Steps to Improving College Reading Skills*, 6th edition (Langan, 2014), a 652-page developmental reading textbook, Academic Senate for California Community Colleges' (2008) 96-page document: *The Course Outline of Record: A Curriculum Reference Guide The Course Outline of Record*, and Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§66406-66410 of the California Education Code (2005), six pages

of state laws devoted to the regulation of textbooks in higher education, this research study was able to foreground developmental reading and educational policy discourse that may have been previously considered benign.

The results of the critical analysis of educational policy and developmental reading textbook discourse provided evidence of the existence of underlying assumptions about literacy, textbooks, college reading instruction, and the roles of both the instructor and developmental student in higher education. Among these assumptions are the notion that literacy is a basic skill, skills-based college reading instruction is the most effective means of improving literacy development and test performance, textbooks are a necessary and central part of community college curriculum, the instructor is an authority in relation to the student and, at the same time, an agent of the text producer and textbook discourse, and the developmental student is deficient, unskilled, undisciplined, and subordinate to both the instructor and the curriculum.

ACKNOWLEDGEMENTS

This journey has been one of the most challenging of my life. I could not have met this challenge without the continued support of Dr. Rafoth, Dr. Hayward, Dr. Deckert, and Dr. Savova. I am truly grateful to all the C & T faculty and staff at IUP, to my family and friends, and to my colleagues at my home institution for offering their inspiration and encouragement throughout this lengthy process. My experience as a graduate student at Indiana University of Pennsylvania has forever changed my teaching, my view of the world, and my life.

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CHAPTER 1

INTRODUCTION

The use of textbooks to teach developmental reading in higher education is common practice. For example, more than one million college students in the United States and abroad have used the developmental reading textbook, *Bridging the Gap*, a Pearson Longman publication now in its tenth edition. Pearson's online *MyLab* products, which are typically bundled with texts like *Bridging the Gap*, are used by more than four million students annually (Smith, 2011).

Similarly, Townsend Press, Inc.'s developmental reading series "Ten Steps" sells approximately one quarter million copies each year in California colleges alone with sales in the United States and internationally continuing to maintain a strong grasp on the college textbook market (Townsend Press, 2012).

It is important to note that the aforementioned titles account for only a small percentage of developmental reading textbooks currently used by teachers in post-secondary literacy education, yet this small sampling of texts reaches the hands of millions of community college students each year. Why is the practice of using developmental reading textbooks so common in higher education?

One possible explanation may be the fact that the California Community College System views the textbook as a key element of the official Course Outline of Record (COR) as evidenced by the Academic Senate for California Community Colleges' 2008 policy document *The Course Outline of Record: A Curriculum Reference Guide*, which states:

The primary text plays a central role in the articulation of a course. [The textbook] should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.

(Academic Senate for California Community Colleges [ASCCC], p. 40)

The California community college where I currently teach *developmental reading courses* (reading comprehension courses geared towards students who are reading below college level) supports the Academic Senate's recommendations. All course outlines at our college mandate the use of textbooks and regulate this curriculum policy through the process of routine course review.

Another possible explanation for the commonplace use of textbooks in higher education comes from the state level. Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§ 66406-66410 of the California Education Code, which are laws and regulations that have been developed by the California State Legislature, are devoted exclusively to the regulation of textbooks in higher education. Following is one example of California Education Code related to textbooks: "The Legislature finds and declares that the production and pricing of college textbooks deserves a high level of attention from educators and lawmakers because they impact the quality and affordability of higher education" (California Education Code [CAL Educ Code] § 66406, 2005).

At local and state levels, textbooks continue to be viewed by students, teachers, and legislators alike as common practice, a key component of instruction. It seems that a discussion about curriculum IS a discussion about textbooks. Has this always been the case? How did textbooks come to be so commonly accepted? How did textbooks become intertwined with California Education Code? Should we be concerned?

The Problem

Textbooks have long been recognized as primary and authoritative sources of knowledge, a mainstay in educational systems worldwide (Altbach et al., 1991). They have also been viewed as “neutral conveyors of ideas” by educators, as well as, the general public (Giroux, 2005, p. 139).

Over the years, researchers Michal W. Apple (1991) and Linda K. Christian-Smith (1991), Henry A. Giroux (2005), and James Paul Gee (2008) have promoted the notion that textbooks are political in nature, dictating what constitutes legitimate curriculum and how cultural and linguistic differences are portrayed in mainstream society.

In *The Politics of the Textbook*, Michael W. Apple and Linda Christian-Smith (1991) asserted that textbooks are political, that they “are published within the political and economic constraints of markets, resources, and power” (p. 2). One example that supports Apple and Christian-Smith’s assertion is state textbook adoption policies. For instance, Texas adoption policy regulates the selection and purchase of textbooks for use at the elementary and secondary levels. Their adoption policy dictates that no more than five textbooks may be approved for each subject. In addition, contractual agreements with publishers typically last for eight years, and the entire purchase is secured by one sizeable state check (Apple, 2000, pp. 61-62).

In *Schooling and the Struggle for Public Life*, Giroux (2005) referred to curriculum as a form of cultural politics that is typically “situated within relations of power that more often than not favor white, male, middle-class, English-speaking

students” and, as such, legitimizes a specific set of “knowledge, history, visions, language, culture, and authority” (p. 165).

In *Social Linguistics and Literacies*, Gee (2008) reminds educators not to forget literacy’s political history:

Literacy has been used, in age after age, to solidify the social hierarchy, empower elites, and ensure that people lower on the hierarchy accept the values, norms, and beliefs of the elites, even when it is not in their self-interest or group interest to do so. (p. 61)

As a community college reading instructor and director of our college’s writing and reading center, issues pertaining to curriculum and literacy are of particular concern. Over the years, I have exposed hundreds of students to developmental reading textbooks and related materials and now question the instructional choices I have made.

Is it possible that textbook discourse is constructing implicit assumptions about literacy, the instructor’s role, and the role of developmental students in specific ways? By *discourse* I mean written and visual texts from cover to cover both hardcopy and online. Is it also possible that texts possess the power to shape people’s view of the world and how they operate within its systems (Apple & Christian-Smith, 1991; Fairclough, 2001; Gee, 2008)?

In 1988 education scholar and researcher Allan Luke challenged educators to investigate not only the social aspects of literacy but also its historical positioning in “curriculum and educational policy discourses” (p. 15). He suggested that the spectrum of literacy from fundamentals through electronic formats “is generally associated in the discourse of educational policy with an array of social effects” (p. 15). While Luke

(1988) presented his challenge during the 1980's, a time in which accountability, prepackaged curriculum, scripted teacher's manuals, and high stakes testing were promoted and shifted to the forefront of educational policy, many of these same issues remain and have expanded into higher education (Giroux, 2005).

I argue that textbook discourse is constructing implicit assumptions about literacy, reading instruction, the instructor's role, and the role of developmental students in specific ways. In addition, I maintain that Luke's (1988) challenge to educators is just as valid and compelling today as when it was introduced twenty-six years ago and assert that the application of critical discourse analysis to developmental reading textbooks and related educational policy texts has the potential to benefit educators and students.

Rationale

My primary purpose for pursuing this research study was motivated by a shared belief. Like Education scholars James Paul Gee (2008) and Christine Pearson Casanave (2004), I believe we (educators) have a moral obligation to our students and ourselves to reflect on our common practices, our curriculum, and our assumptions, examining our motives regardless of what we might find in the process.

My secondary purpose for engaging in this research project was motivated by my experiences as a graduate student in the field of Education and as a new reading instructor. A brief narrative of my experiences was included to inform the study.

To begin with, while my Master's degree program in Education emphasized curriculum development and literacy instruction, little attention was paid to the sociocultural aspects of literacy or discourse. The majority of my graduate coursework involved familiarizing myself with, as researcher Suzanne de Castell (1989) put it,

“models of curricular design and evaluation, so that [we] could assess ‘objectively’ the worth and efficiency of particular textbooks in transmitting identifiable skills, knowledge and competencies” (p. viii). Class discussions often focused on what constituted good curricular decision making for the sole purpose of organizing materials around appropriate, predetermined reading levels, as well as, categorizing texts and related technologies according to the skills addressed.

I learned to be a competent technician rather than an inquisitive, critical educator. I assumed that we, graduate students, were supposed to be teacher/researchers in-the-making, yet we were rarely given opportunities to critically consider the role of textbooks with regard to instruction or the theory, practice, policy, and ideology behind them (de Castell, 1989). My classmates and I were not exposed to the idea that texts could and should be challenged or scrutinized, the language critically examined. Instead, we were taught that literacy, reading and writing in particular, represented a set of neutral skills that could, if properly employed, help the at-risk student remedy deficits in his or her education (Street, 2003; Pawan & Honeyford, 2009).

Consequently, I accepted the central role and importance of the textbook at face value, convincing myself that I was making educated curricular decisions. In essence, my relationship with textbooks was based on the assumption that they were a benign, necessary, and desirable component of reading instruction. I was completely unaware of what Giroux (1987) called a “hidden curriculum” that constructs the knowledge and behavior of students and teachers while “validating positivism and competitiveness” (p. 5).

It was also apparent during my early years as a reading instructor that my enthusiasm for teaching and learning was tempered by inexperience, a narrow,

fundamental view of literacy, a feeling of inadequacy, and an attitude of passivity. Like Christine Pearson Casanave (2004), who recounts her early teaching career in *Controversies In Second Language Writing*, I, too, depended almost exclusively on the textbook for guidance. At first I did not question the representation of reading as a series of discrete skills nor the sequence in which the chapters were presented. My teaching mirrored the text I was using and all the while, I could not understand why students failed to see reading as an engaging, interconnected process of meaning making (Szwed, 1981).

However, a conversation I had with one of my students changed my perception of texts. During class a student of mine asked me why our textbook contained so many reading passages that highlighted violence. I was surprised by her comment but investigated nonetheless and much to my surprise, she was correct in her assessment. The vast majority of reading selections focused on topics such as rape, domestic violence, child abuse, physical and verbal altercations, and substance abuse. In addition, many of the stories' characters who exhibited violent and abusive behavior were people of color. I was mortified by my lack of judgment, my inability to "see" the cultural messages presented in the textbook. Had my "training" in graduate school prevented me from viewing the language of the text as a whole?

Without a method of critical discourse analysis in my teacher repertoire, I have been basing my curriculum choices on, what now appear to be, superficial criteria all the while completely unaware of the constructive power of language. In other words, I have spent an inordinate amount of time and energy scanning developmental reading textbooks for content that presents requisite reading comprehension skills rather than delving into the discourse of the text.

Re-examining my experiences as a graduate student and reading instructor led to the formulation of the following research questions.

Research Questions

1. How can the application of critical discourse analysis to developmental reading textbooks and related educational policy texts benefit educators and students?
2. How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students?
3. Is there a relationship between developmental reading textbooks and educational policy?

Exploration of these research questions were intended to offer educators and students several benefits including: a) insight into the relationship between curriculum and educational policy and b) a clearer understanding of the constructive role language plays in the development of knowledge and power relationships between students, teachers, and institutions (Sleeter & Grant, 1991; Apple, 2004).

I believed that a research framework built upon sociocultural theory, critical pedagogy, and critical discourse analysis would better prepare me to answer the aforementioned research questions through an examination of the construction of literacy within the context of education artifacts (texts), educational policy texts, larger social structures, such as the community college, and the relations of power that position and construct teachers, students, and institutions (Fairclough, 2001).

Significance of the Study

This study took a unique approach to the analysis of curriculum and educational policy. First of all, unlike early analyses of reading textbooks, which tended to focus on the examination of basal readers, teacher's guidebooks, and other elementary school texts due to concerns that literacy instruction was being presented as a skills-based approach, this study went further than content analysis, focusing on the discourse level (Shannon, 1990, p. 228).

Second, unlike researcher N. V. Wood's 1997 comparative study, which looked at current college reading textbooks used between 1993 and 1997 and categorized them based on whether they fit into a traditional skills-based reading instructional model or a more modern sociolinguistic reading instructional model, this study took a more in-depth, critical look at reading pedagogy and ideological aspects of education (Stahl & Boyland, 2003).

A more recent study conducted by Haley Woodside-Jiron (2011), Associate Professor of Education at the University of Vermont, applied critical discourse analysis to California educational policy, a study with some similarities to my own.

Woodside-Jiron (2011) examined the changes in California reading policies between the years 1995 and 1997 based on an extensive analysis of educational policy documents, newspaper articles, and other formal and informal documents within the context of historical events, such as legislative hearings and elections. Her motivation for this study was based on what she saw as an apparent shift in power. She was concerned that elected officials, not teachers and administrators, were dictating what constituted

appropriate curriculum and pedagogy, “pushing against constitutional rights for local, school-based control” (p. 154).

Like Woodside-Jiron, I shared concerns related to curriculum, pedagogy, and shifts in power and chose to employ Fairclough’s (2003) method of Critical Discourse Analysis (CDA) as a means to examine texts. Similarly, we both combined Fairclough’s CDA with additional theories. While Woodside-Jiron included Bernstein’s (2000) pedagogic device, the notion that *regulative discourse* (“moral discourse that creates order, relations, and identity”) controls *instructional discourse* (“discourse that creates specialized skills”), I included sociocultural theory and critical pedagogy.

In her research study, Woodside-Jiron (2011) was able to understand the relationship between decision making and decision makers (*regulative discourse*) and curriculum and pedagogy (*instructional discourse*) within social and political contexts (p. 156).

What follows is a section of California Assembly Bill 170, 1995a that includes Woodside-Jiron’s (2011) critical analysis of the text:

1. 600200.4. (a) The State Board of Education shall ensure that the basic instructional materials that it adopts for mathematics and reading in Grades 1 to 8, inclusive, are based on the fundamental skills required by these subjects, including, but not limited to, systematic, explicit phonics, spelling, and basic computational skills.

Her analysis of A. B. 170 revealed a specific style of writing used to connect new information with familiar information. The first part of sentence 1, “The State Board of Education shall ensure that the basic instructional materials that it adopts for mathematics

and reading in Grades 1 to 8, inclusive ...” presents known information in a logical sequence that readers are accustomed to seeing in educational policy. However, the second part of sentence 1, “are based on the fundamental skills required by these subjects, including, but not limited to, systematic, explicit phonics, spelling, and basic computational skills”, introduces new information—“systematic, explicit phonics” (p. 162).

According to Woodside-Jiron (2011), the structuring of old and new information throughout sections of A. B. 170 was a tactic that served to naturalize or make common unfamiliar concepts to the point that they were regarded as fact. Fairclough (2001) believed that *naturalization* occurred when an idea, belief, or ideological stance was no longer questioned but accepted as natural, as truth, as common sense (p. 76).

Woodside-Jiron (2011) also highlighted the significance of *lexical cohesion* in texts. Lexical cohesion is a linguistic device employing the selective use of language. By linking key words, determiners, repetition, and synonyms, authors create a sense of continuity. She viewed the use of the determiner *the* placed ahead of “fundamental skills required” as a way for the author to naturalize the assumption that a “finite and stable set of skills” had been universally accepted as the definitive approach to reading instruction—common sense (p. 162):

2. (b) It is the intent of the Legislature that the fundamental skills of all subject areas, including systematic, explicit phonics, spelling, and basic computational skills, be included in the adopted curriculum frameworks and that these skills and related tasks increase in depth and complexity from year to year.

In addition, sentence 2 illustrates the linking of the new information “systematic, explicit phonics” with established educational policy in the form of “curriculum frameworks” (p. 162). Woodside-Jiron (2011) asserted that this type of linguistic maneuvering privileged “particular ideologies” that came to be accepted as fact (p. 162-163).

Through her research, Woodside-Jiron (2011) was able to make “explicit the ways in which text, discourse practice, and social practice came together to foster social change” both positively and negatively. She argued that critical analysis of educational policy was necessary in order to reveal how the structure of language could shape a reader’s interpretation of policy. She also claimed that the power of applying CDA to educational policy was in its ability to expose the process of naturalization in the development, communication, and implementation of policy (pp. 176-178).

While Woodside-Jiron’s research shed light on the relationship between language and power in educational policy, it did not address the constructive power of language within instructional materials nor their potential impact on teachers and students. As a result, I constructed a research study with a broader investigative scope which included the critical analysis of textbook discourse. I believed that the combined analysis of educational policy and textbook discourse would not only enable educators to better understand the constructive role language played in the development of knowledge and power relationships between students, teachers, and institutions but also expand the existing bodies of research in the areas of literacy and critical discourse analysis.

Chapters Overview

Chapter 1 contains the introduction to the problem, the argument, the rationale, the research questions, a section for the significance of the study, and a short section outlining the chapters of the study.

Chapter 2 discusses the fields of knowledge used to inform the study. Research from the following areas was included in the review of literature: sociocultural theory, critical pedagogy, textbooks, literacy, discourse and discourse analysis, and college reading instruction.

Chapter 3 contains the methods for this study, which includes sections for research questions, discussions of how data was collected, coded, analyzed, and examined for validity and bias, and other issues related to methods and procedures.

Chapter 4 contains the first stage of CDA: Description. This stage focused on text analysis of three data sets. CDA questions, data analysis and a summary of the findings is included in this stage, as well as stages 3 and 4 in Chapter 5. The results were organized in the form of matrices for comparative analysis.

Chapter 5 includes a summary of chapters 1 through 4, CDA Stage 2: Interpretation, CDA Stage 3: Explanation, a conclusion based on the significance of the research findings, and recommendations for further research.

CHAPTER 2

REVIEW OF THE LITERATURE

Purpose of the Study

As educators, I strongly believe we have a responsibility to our students and ourselves to critically examine our pedagogical and curricular choices in an effort to recognize possible implications and outcomes. With that said, I believe we must acknowledge that textbooks continue to be recognized as a central component of instruction, as well as authoritative sources of knowledge. Students, teachers, legislators, and the public at large view the use of textbooks as natural, neutral, and commonplace. How did this view of textbooks come about? Is there a connection between curriculum and educational policy? Should we be concerned?

To answer questions surrounding the use of textbooks in higher education, I critically examined the discourse of a commonly used college developmental reading textbook along with two related educational policy documents, namely, specific sections of Title 3 of the California Education Code related to the regulation of textbooks in higher education and specific sections of the Academic Senate for California Community Colleges' 2008 policy document *The Course Outline of Record: A Curriculum Reference Guide* related to curriculum development and related materials.

I asserted that this type of critical discourse analysis might be able to provide insight into the relationship between curriculum and educational policy and also provide a clearer understanding of the constructive role language plays in the development of knowledge and power relationships between students, teachers, and institutions (Sleeter & Grant, 1991; Apple, 2004).

The literature reviewed in this chapter pulled together theoretical constructs from sociocultural theory and critical pedagogy to provide a foundation for analyzing texts based on social and cultural aspects of language, literacy, and power in relation to larger institutions. The nature of and relationships between textbooks, literacy, discourse, and college reading instruction were explored in this chapter as a means of providing sufficient background for this research project.

Sociocultural Theory

The goal of sociocultural research is to explore how people's social, cultural, literacy, and historical practices influence their ability to communicate and interact with one another, as well as, understand themselves in relation to society and the world (Tharp & Gallimore, 1988; Wertsch, 1995; Lantolf & Thorne, 2006). Thus, situating this study within a sociocultural framework provided a solid foundation for the analysis of developmental reading and educational policy texts, in part, by acknowledging the interactive, intertwined nature of learning, teaching, language, culture, and human social interaction. Moreover, this framework was well suited to the diverse context of community colleges, which bring together the varied cultural models of students, faculty, staff, administrators, and community partners every day.

Within sociocultural theory, James Paul Gee (2008) reframed the process of socialization and interaction with the surrounding environment into *cultural models* and *everyday theories* in his book *Social Linguistics And Literacies: Ideology In Discourses*. He believed people developed networks of knowledge—images, stories, beliefs, and metaphors—that formed their understanding of the world and their role in it (p. 111). What this meant was that teachers, students, parents, administrators, and legislators, to

name a few, possessed a variety of cultural models to inform not only their understanding of language, culture, society, other individuals, and the world but also their understanding of teaching, learning, curriculum, and educational institutions.

One example of applying sociocultural theory to the exploration of literacy instruction and curriculum was discussed in Gee's (2004) book *Situated Language And Learning: A critique of traditional schooling*. In his research study, Gee examined various factors that impacted a student's acquisition of academic language in school, including a student's motivation, background knowledge, and ability or inability to transition between cultural models. He noticed that students who demonstrated a highly developed understanding of complex video game literacy often failed to successfully acquire academic or "specialist" language in educational settings. As a result of his research, Gee argued that while facility with academic language continued to be used as the traditional measure of a student's level of literacy, intellect, and success in school, it was insufficient in the global, knowledge driven world we currently live in (pp. 116-118).

Moreover, he cautioned educators about what he called the *content fetish*, which he defined as "facts and principles germane to a specific [academic] domain" situated in school. Gee challenged educators to view an academic domain not as a definitive corpus of knowledge but as a network of related information, technologies, and social practices that creates an expansive, dynamic learning environment—one that is situational, changing, and without walls or borders (pp. 143-144).

I am concerned that students and even some teachers have become accustomed to the notion that "real" learning takes place in school and that textbooks are the centerpiece of instruction as well as the embodiment of legitimate academic knowledge. As a result, I

believed a study that applied critical analysis to textbooks and related educational policy texts had the potential to foreground the constructive role language plays in the development of knowledge and power relationships between students, teachers, and institutions (Sleeter & Grant, 1991; Apple, 2004).

Sociocultural theory alone, however, was not sufficient when examining issues of power and ideology. Therefore, it was necessary to blend sociocultural theory with critical pedagogy to provide a theoretical framework capable of analyzing activity, social context, and relations of power.

Critical Pedagogy

While critical pedagogy shares aspects of sociocultural theory, the emphasis on resistance, power relations, ideology, and control set it apart. Analyzing developmental reading textbooks and related educational policy from a critical perspective provided an opportunity to delve deeper into their separate and collective discourse. Thus, discourse analysis performed within a framework of critical pedagogy furnished a methodology capable of revealing complex levels of meaning, such as ideologies, assumptions, and power struggles embedded in texts.

Critical pedagogy is based on the premise that knowledge origination and reproduction along with power should always be contested, questioned, and re-examined (Freire, 1970; McLaren, 2003; Giroux, 2006; Duncan-Andrade & Morrell, 2008).

One important feature of critical pedagogy is the empowerment of teachers themselves, the opportunity to be viewed as intellectuals, critical thinkers, and agents of change rather than deskilled technicians devoid of the mental capacity necessary to make curricular decisions (Giroux, 1988a; Peterson, 1991; Gee, 2008).

Another key feature of critical pedagogy is the belief that education can and should help students develop the ability to critically question, think, and evaluate all forms of information in order to promote social justice, language and cultural awareness, tolerance, and a better understanding of one's role in the local community and society at large.

In their book, *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*, teacher-researchers Jeffrey M. R. Duncan-Andrade and Ernest Morrell (2008) stressed that “a curriculum that avoids questioning school and society is not, as is commonly supposed, politically neutral. It [curriculum] cuts off the students' development as critical thinkers about their world” (p. 29).

In order to affect change for students and teachers, however, we (educators) must first address head-on our current practices, assumptions, and curriculum choices; acknowledging that one's accepted ways of seeing and operating within institutional and global contexts may need to be rethought and transformed (hooks, 1994). This type of teacher self-reflection includes the critical examination of how language, ideology, and power are constructed in texts.

Language, Ideology, and Power

What does a critical discourse analysis of developmental reading textbooks and related educational policy texts have to do with language, ideology, and power? First of all, an investigation of textbooks is an investigation of language and ideology. They can only be analyzed and understood in relation to one another (Gee, 2008). Second, both Norman Fairclough and James Gee view language as contextualized “meanings of words” and ideology as a system or cultural model comprised of beliefs, values, and

“common-sense assumptions” that shapes the way people see and experience the world (Fairclough, 2001, p. 2; Gee, 2008, p. 29). Finally, language is also linked to conflicts over whose beliefs, knowledge, language, and culture will be legitimized (educational policy). Therefore it is important that educators recognize the potential impact curriculum can have on students, teachers, institutions, and society (Giroux, 2005, p. 116).

Throughout this study, discussions of language, ideology, and power were situated within the context of literacy, curriculum, and educational policy.

Fairclough (2001), Street (2004), and Meyerhoff (2006) asserted that power was exercised in society through language ideology in ways that tended to operate below the surface, invisible. In fact, both Fairclough (2001) and Apple (2000) suggested that the effectiveness of ideology was determined by how well it was concealed and accepted as common practice.

As educators, how do we make the invisible visible? Educational researchers Peter McLaren (2003) and A. Suresh Canagarajah (2002) urged teachers to begin questioning their own pedagogy in order to bring to light their own ideologies. In other words, we (educators) must not only examine the practices we employ but must also probe our reasons, assumptions, and motivations behind their use and as Canagarajah put it, “[we] should have the integrity to revise our beliefs” (p. 221) .

In this dissertation, I asserted that if, as Prior (1994) believed, academically powerful people constituted "an elite group that imposes its language, beliefs and values on others through control of journals, academic appointments, curricula, student examinations, [textbooks], research findings and so on" (p. 522), then the need for critical

awareness of curricular ideology and its relationship to educational policy was paramount to educators interested in becoming something other than agents of social control.

Textbooks

As an education artifact, the textbook has remained a major part of educational systems worldwide for decades. A *Textbook* is defined as “A book used as a standard work for the study of a particular subject; especially one written specifically for this purpose” (Brown, 1993, p. 3265). On the surface, the textbook, as commonly defined, appears as an objective representation of knowledge; knowledge that has been accepted as fact.

Are textbooks truly neutral? Do developmental reading textbooks construct literacy, the role of educators, and the role of developmental students in particular ways? Is there a relationship between developmental reading textbooks and educational policy? By critically analyzing the discourse of developmental reading and related educational policy texts, this research study attempted to answer the previous questions.

With textbooks at the nexus of curriculum, instruction, learning, and achievement, I believe it is both naïve and negligent of us (educators) to disregard their influence. Although researchers Wong and Loveless (1991) suggested that teachers had control over the text by the choices they made, which parts of the text they chose to present, and how they chose to present it, teaching “selectively” did not adequately address the larger issues of whose knowledge we (educators) were teaching and whether it actually supported our students.

“The content of textbooks is thus highly political and often a terrain for battles over the nature of education, and sometimes over important social issues or even how the

nation, religion, or other very sensitive issues are interpreted” (Altbach et al., 1991, p. 243).

The seemingly political nature of textbooks came into clearer focus through the following examination of textbook adoption policies in the United States.

Textbook Politics and Regulation

To investigate a possible relationship between developmental reading textbooks and educational policy, educators should be encouraged to, first, examine the regulation of textbooks. Many U.S. states have developed textbook adoption policies that, in essence, dictate values and ideology through the selection of what Michael Apple (2000) called “official knowledge.” In other words, Apple believed that the inclusion or exclusion of knowledge in a textbook was largely determined by how well it reflected the values of dominant society. This type of selective editing process revolves around a power struggle situated in the midst of “political, economic, and cultural relations and histories” (p. 46). Therefore, educators need to realize that their curricular choices are far from inconsequential but, in fact, reflect their beliefs, values, and assumptions.

The regulation of knowledge for the purposes of shifting political and cultural ideologies was compellingly illustrated in Diane Ravitch’s (2003) historical examination of censorship in the United States in her book *The Language Police: How Pressure Groups Restrict What Students Learn*. To begin with, Ravitch found that during the time of the Civil War, history textbooks varied considerably based on the cultural context of the region. For instance, southern states refused to accept textbooks that did not present the Confederacy in a sympathetic light while northern states demanded texts that highlighted “southerners’ treason.”

This pattern of selective knowledge continued through World War I with the targeting of textbooks perceived as un-American. As fear of fascism and communism increased during the period of the 1930s-1950s, *superpatriotic groups* concerned with the presence of radicalism in K-12 and college education emerged. As a result, “state legislatures enacted loyalty oaths for public school teachers” (Ravitch, 2003, p. 69).

Moreover, a 1983 children’s book about a little girl’s first Thanksgiving in the United States called *Molly’s Pilgrim* was essentially reconstructed by the editor due to concerns of objectionable language and cultural references; thus, altering text and culture simultaneously. Apple (2000) referred to this type of linguistic and cultural control as the “sanitization” of knowledge. This means that texts are, in a sense, neutralized by breaking the knowledge into politically benign bits and pieces. Thus, texts are resituated or reframed; their contents now representing an altogether different ideology (p. 65).

It is important to note that the phenomenon of regulating textbook knowledge has not been contained to the United States but has stretched far beyond our borders. In Israel, for example, researchers Nasser and Nasser (2008) studied the impact of school textbooks on identity formation and power relations. They warned that “A state’s elite can grant or deny certain individuals or groups membership in a nation, and have the power to produce knowledge that reconstructs their past and collective memory” (p. 627).

Like Nasser and Nasser, Naomi Silverman (1991) believed, “The power of textbooks to shape the knowledge, ideas, values, and interpretive frameworks of the students who read them is clearly immense” (p. 165).

While Nasser and Nasser along with Silverman voiced concerns about the influence of textbooks in general, Luke (1988) strongly believed that the use of certain

texts, in conjunction with pedagogy, and other cultural artifacts such as, syllabi and media within school [academic] literacy instruction, could take on “a form of ideological imposition” (p. 20).

I wanted to believe that social control of knowledge was merely a product of early civilization’s fear of change and the unknown and that, at present, our modern society had transcended this mindset. However, censorship in the forms of linguistic and cultural control remains a key force in the regulation of knowledge, and as a teacher and researcher, I advocated for Apple’s (2000) challenge to educators—to critically examine texts, to focus on “whose knowledge it is that students are learning, negotiating, or opposing and what the sociocultural roots and effects are of such processes” (p. 59).

The relationship between texts, literacy, and power remains an arduous one; one that has led to the empowerment and disempowerment of people throughout history. As educators, we cannot afford to underestimate the power that exists within the discourse of cultural artifacts [textbooks], especially in relation to literacy development (Altbach et al., 1991). Therefore, a discussion of literacy was included in the following section to further inform this study.

Literacy

Historically, *literacy* has been defined as the ability to read and write. However, this fundamental definition is merely one view in the field of literacy; a field that encompasses multiple beliefs about literacy including literacy as economic equalizer, as social practice, and as a means of empowerment and social justice.

Since this study applied critical analysis to developmental reading and education policy texts, I chose to adopt a vision of literacy based on the work of Brian Street (1984)

and the *New Literacy Studies*. Street developed a model of literacy—the ideological model—as a way to bring together related work in the field from a variety of sociocultural and critical literacy researchers and highlight the connections and underlying assumptions that have constructed this view of literacy.

The Ideological Model

The ideological model of literacy was conceived from work situated within the area of the “New Literacy Studies” or NLS (Street, 2003). From an NLS perspective, the nature of literacy embodies “both a personal and a social process of coming to know, [one] that is political, cultural, and context-dependent” (Newman & Beverstock, 1990, p. 6). This sociocultural view of literacy moves beyond the skills-based, decontextualized concept of reading and writing to one in which literacy is seen as the “social practices into which people are apprenticed as part of a social group” (Gee, 2008; Heath, 1983, p. 80).

The relationship between literacy practices, culture, and society has been supported by Shirley Brice Heath’s (1983) ethnographic research of literacy practices in the community of Trackton in the United States and Scribner and Cole’s (1981) literacy research with the Vai in Liberia.

Heath (2001) discovered that during the practice of reading, Trackton residents constructed meaning by focusing on the text, relating the text to prior knowledge and experience, and making connections outside or beyond the text. While these three stages of reading are supported by reading research, the way in which the people of Trackton attended to the reading process was unique in that the experience was a collaborative

group endeavor. While their collaborative process may have seemed less efficient, the literacy experience itself was deepened by the high level of social interaction.

Similar to Heath's work with the Trackton community, Sylvia Scribner and Michael Cole's (2001) work focused on the community literacy practices of the West African society of the Vai. Scribner and Cole observed "literacy-without-schooling" and found that the "Vai people developed highly diversified uses for writing and that personal values, pride of culture, hopes of gain—a host of pragmatic, ideological, and intellectual factors—sustain popular literacy" (p. 132).

When literacy is viewed within a cultural socially constructed context or cultural model, it becomes even more important to recognize that what is perceived as literacy may vary according to the customs and behaviors of the community (Newman & Beverstock, 1990; Gee, 2008).

Like the sociocultural view, critical literacy is also subsumed under Street's ideological model. However, critical literacy is based on the premise that the educational process is not neutral but exists either to draw new generations of the young into a hegemonic system designed to facilitate conformity to current societal norms or to practice freedom by critically transforming the world (Freire, 1970).

Moreover, critical literacy expands the notion of reading and writing from basic skills to actively questioning socially constructed issues such as language ideology, power, domination, and inequality. By developing the ability to read, critique, and analyze all forms of text—written, verbal, and visual—that exist in the world, students are better able to become thoughtful, engaged citizens (Tompkins, 2010; Stevens & Bean, 2007).

In other words, learning, for students and teachers, moves beyond memorization and regurgitation into activity, discussion, and knowledge construction. It is learning's interactive nature that leads to change—in us and in the world. In this view of learning, discourses take on a dynamic role, and literacy becomes a means of empowerment, of having a voice, of agency (Gee, 2008).

Discourse and Discourse Analysis

To investigate how developmental reading textbooks function as educational policy, a form of Norman Fairclough's (2003) Critical Discourse Analysis (CDA) was applied to excerpts of text from a commonly used developmental reading textbook and two related educational policy documents as a means of bringing to the surface implicit assumptions about literacy, developmental students and instructors, and relations of power constructed by the texts.

Social critic and philosopher, Michel Foucault (1972) believed that a statement, whether spoken or written, was “not simply the manipulation by a speaking subject of a number of elements and linguistic rules” (p. 99). On the contrary, Foucault (1972) argued that a statement [discourse] was always connected, related to a whole and functioned as “part of a network of statements, in which it has a role, however minimal it may be, to play” (p. 99).

Like Foucault, Fairclough (2003) stressed that “texts are not just effects of linguistic structures and orders of discourse; they are also effects of other social structures, and of social practices in all their aspects, so that it becomes difficult to separate out the factors shaping texts” (p. 25).

A number of scholars working in the fields of Discourse and Discourse Analysis including Schifffrin (1994), Gee (1999), Johnstone (2000), Fairclough (2003), and Phillips & Hardy (2002) expressed similar views of discourse and made clear the importance of examining not only the curricular choices that teachers make but also how those choices relate to larger institutions and public policy.

Academic Discourse

To begin to answer questions surrounding the discourse of developmental reading and educational policy texts, our view of discourse must encompass discourse situated in academia. Academic discourse is frequently referred to as a form of academic literacy, which made its inclusion in this research project relevant (Bartholomae, 1985; Gee, 2006; Villanueva, 1993).

In *Bootstraps: From An American Academic Of Color*, Victor Villanueva (1993) described academic literacy as a type of professorial discourse that students, including Villanueva, adopted in order to participate in the academic community. I argue that what Villanueva was referring to was the formation of what Gee (2008) called a *cultural model*. In this case, the cultural model carried with it the language, beliefs, assumptions, literacy conventions, and common practices associated with academia.

While Villanueva acknowledged that this process was not without tension between existing and newly forming cultural models, he maintained that students were ultimately in control (Villanueva, 1993, p. 39).

In *Inventing the University*, David Bartholomae (1985) presented a slightly different view of academic discourse:

Students have to appropriate (or be appropriated by) a specialized discourse, and they have to do this as though they were easily and comfortably one with their audience, as though they were members of the academy, or historians or anthropologists or economists; they have to invent the university by assembling and mimicking its language, finding some compromise between idiosyncrasy, a personal history, and the requirements of convention, the history of the discipline. They must learn to speak our language. (p. 511)

The subtle difference between Bartholomae and Villanueva's conception of academic discourse is that Bartholomae believed students were "appropriated by" [academic] discourse. This distinction implied that students did not have a sense of agency in this situation.

Similarly, Foucault (1972) asserted that “every educational system is a political means of maintaining or of modifying the appropriation of discourse, with the knowledge and the powers it carries with it” (p. 227). The significance of Foucault’s conception of the appropriation of academic discourse should not be overlooked.

It is important that educators recognize that a student’s struggle to appropriate academic discourse is not limited to speech alone. Within educational institutions, texts are also part of the sociocultural aspects of discourse. Moreover, we (educators) must acknowledge that our curricular choices, assumptions, and common practices figure prominently in a student’s ability to enter into the academic community. As a reading instructor, I believe examining my textbook choices and their relationship with current educational policies is a positive first step towards addressing my participation in students’ appropriation of academic discourse and literacy development.

Recent research studies in the fields of Education, Heritage Language Studies, and Linguistics have successfully employed critical discourse analysis to texts and policy documents, revealing existing ideologies, assumptions, and power relations embedded in the texts. Following are specific examples of research projects undertaken in the fields of Education, Foreign Language, and Linguistics:

- Manika Subi Lakshmanan (2011) analyzed Neocolonialism in Patricia McCormick's young adult novel *Sold* and how semiotic signs construct identities, relationships, and power relations.
- Haley Woodside-Jiron (2011) analyzed language, power, and participation in California educational policies.
- Cynthia Marie Ducar (2006) examined representations of U.S. Latinos in her analysis of Spanish heritage language textbooks.
- Talaat Pasha (2011) explored the social, discursive, and linguistic representations of Islamists in Egyptian newspapers.

I believe that this research study, like the aforementioned studies, contributes an equally important perspective to the growing body of research using critical discourse analysis in the fields of Education and Literacy. A brief historical review of college reading instruction follows in order to provide additional grounding for this project.

College Reading Instruction

How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students? To investigate this research question, it was important to provide some

historical context of college reading instruction. Therefore, what follows is a brief recount of college reading instruction in the United States.

Providing an effective means of support for college students' academic literacy needs has been a challenge far longer than was once believed. Beginning in the mid 1800's, institutions such as Yale, Harvard, the University of Wisconsin, and Cornell created remedial literacy courses and established preparatory departments to deal with what was considered the underprepared student problem (Kingston, 2003). By the turn of the century, the connection between reading instruction, the underprepared student, and remediation was firmly established (Boylan & White, 1987; Stahl & King, 1999).

The advent of the scientific objectivity movement of the 1920's and 1930's and the burgeoning field of Psychology and Behaviorist Theory greatly influenced the evolution of reading instruction. These contributing factors led to what was called a mechanistic view of reading instruction. This "scientific" model of instruction involved the use of tachistoscopes (devices that flashed images at varied speeds), perceptual training, and eye fixation techniques. In addition, manuals and workbooks, which emphasized a skill and drill approach, became standard fare along with vocabulary word lists (Rose, 1989; Wood, 2003; Kingston, 2003).

Unfortunately, the early perception of reading as a set of compartmentalized, disconnected skills did nothing to address the sociocultural nature of literacy. However, with the growth of college reading programs in public two-year colleges coinciding with the implementation of open admissions policies during the 1960's and 1970's, a paradigm shift came—away from speed reading and towards the concept of reading as an interactive process (Flipppo & Caverly, 2000; Wood, 2003).

Among the major proponents of the paradigm shift in reading instruction and literacy development was researcher Frank Smith. Smith's (2004) seminal work *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read* presented a psycholinguistic approach to reading instruction that highlighted several key characteristics including the following:

- Reading is equated with thinking.
- Reading is an active process.
- Readers continuously bring their own background experience or prior knowledge to the text.
- Predicting and questioning are critical to reading comprehension.
- The activity of reading is social and purposeful.
- Literacy development requires the use of complete and authentic texts.

(Heath, 1983; Goodman, 1984; Adams, 2000; Scarcella, 2002; Smith, 2004)

While the machinery equated with the mechanistic method of reading instruction was discarded in favor of a more process oriented model, the skill and drill practice sheets, vocabulary lists, and workbooks were not. As a matter of fact, college reading instruction methodology continues to vary to this day.

Currently, skills-based approaches to reading instruction coexist with process-oriented approaches grounded in psycholinguistic and sociolinguistic theories along with more balanced approaches that combine elements from both skills-based and process-oriented models.

Regardless of the theoretical stance educators take when teaching college reading, there is one element that has and continues to influence literacy development and

textbook publishing—technology. Gail E. Hawisher and Cynthia L. Selfe (1999) in their book *Passions and Pedagogies and 21st Century Technologies*, suggested that current technologies merely represented the latest stage of technological evolution.

From tablets, video games, and instructional software to smart phones, the Internet, and social media; the face of literacy continues to evolve. Textbooks publishers like Pearson and McGraw-Hill offer downloadable textbooks and PowerPoint presentations along with comprehensive companion websites, many with interactive video and audio components. In addition, students often come to class equipped with smart phones, tablets, and video gaming experience which often shape their ability to access academic discourse (Gee, 2004).

In this study, I argued that variations in reading pedagogy, curriculum, and students' experiences with technology support the need for a more critical analysis of developmental reading textbooks. The intertwined relationship between college literacy and developmental [remedial] education is discussed in the next section (Stahl & King, 1999).

Remediation and the Underprepared Student

Even with an emphasis on the social nature of reading and the importance of the reader's contributions to meaning making, the concept of remediation and the profile of the underprepared student have remained a strong influence on the perception of college literacy and reading instruction, in particular.

The American Heritage Dictionary (2004) defines the term *remedial* as "intended to correct or improve something, especially deficient skills" (p. 707). Similarly, remedial college students have been described as those that possess specific skill deficits. In

contrast, the term *developmental* was conceived out of human learning development theory and a desire by educators to address a student's whole development without the stigma associated with being labeled *remedial* (Higbee, 2000, p. 67).

However, it is important to note that even today the term *remedial* is used interchangeably with the terms *developmental*, *underrepresented*, *disadvantaged*, *non-traditional*, *at-risk*, *underprepared*, and *basic skills* (Levin, 2007). It is equally important to note that these terms or labels can negatively impact students as illustrated by the following research studies.

In a study of the ESOL students' transition from high school to community college, researcher Linda Harklau (2000) found that while ESOL students were deemed "the good" students in high school, this characterization did not follow them to community college. In fact, when these good students entered community college, they were labeled underprepared even though they graduated from U.S. high schools. Harklau's (2000) research findings led her to conclude the following:

Implicit representations of ESOL students as inexperienced users of English and related assumptions about the transient and erasable nature of nonnative speaker language features were embedded in the curriculum. This representation overlooked students' considerable previous experiences, academically and otherwise, with English. (p. 121)

Clearly, Harklau's research suggested that attitudes, assumptions, and curriculum were constructors of the deficient student.

In *Lives On The Boundary: The Struggles And Achievements of America's Underprepared*, education scholar Mike Rose (1989) focused more specifically on

language and argued that remediation was a politically loaded term used to label a segment of the student population as woefully inferior and defective (p. 209).

While many educators and researchers view remedial education as merely an instructional approach focused on fundamental skills improvement for underprepared students, there are others who continue to challenge this belief.

Conclusion

The purpose of the literature reviewed in this chapter was to examine research conducted in the areas of sociocultural theory, critical pedagogy, language, ideology and power, textbooks, literacy, discourse and discourse analysis, and college reading instruction in an effort to assemble a theoretical construct capable of critically examining sociocultural features of discourse, literacy, and power situated in the context of developmental reading curriculum, textbooks in particular, and educational policy in the public, two-year college.

While a number of research studies have applied critical discourse analysis to various aspects of language and power in educational policy, and to the relationship between novels and identity construction, and to ethnicity and language in relation to textbooks, and to cultural representations in newspaper, there has been a lack of studies focused primarily on the relationship between developmental reading textbooks and educational policy at the community college level.

As a community college reading instructor who predominantly teaches developmental (remedial) reading courses, I cannot ignore the possibility that my own assumptions, attitudes, and curricular choices, whether consciously or subconsciously, may be actively constructing a portrait of my students as deficient and substandard and

also reinforcing this perception of underprepared students through policies at the departmental, institutional, and state levels.

As a result, the aim of this dissertation became the critical exploration and analysis of the discourse of a commonly used developmental reading textbook and two educational policy texts in search of implicit assumptions about literacy, the role of teachers, and the role of developmental students, as well as the relationship between curriculum (textbooks) and educational policy. In the next chapter, I discussed the research methods needed to address these concerns.

CHAPTER 3

RESEARCH METHODOLOGY

Significance of the Study

By applying Fairclough's (2001) three-step method of Critical Discourse Analysis (CDA) to a commonly used developmental reading textbook and two related educational policy texts, I hoped to achieve the following goals of this research study: a) offer teachers insight into the relationship between curriculum and educational policy, and b) provide teachers with a clearer understanding of the constructive role language plays in the development of knowledge and power relationships between students, teachers, and institutions (Sleeter & Grant, 1991; Apple, 2004).

As a California community college instructor who frequently teaches developmental reading courses, I believe that investigating and reflecting upon the curricular choices we make as educators is a key component of student success. I also believe that instructors have a responsibility to understand how their involvement in curriculum may or may not reflect their own or someone else's assumptions, biases, and beliefs about education and the roles of teachers and students.

Luke (1995) cautioned educators that texts in the form of curriculum may be connected to the specific interests of institutions and society-at-large. He, therefore, suggested that the use of CDA may provide a means of exposing the ways that all forms of texts "shape and construct policies and rules, knowledge, and, indeed, 'versions' of successful and failing students" (p. 11).

Data Selection

In order to better understand the authors' attitudes, assumptions, biases, theoretical positioning, and philosophy regarding literacy, teaching, learning, the teacher's role, and the role of students, as well as, the connections between curriculum, institutional goals, and larger systems of accountability and regulation, three data sets were carefully chosen based on the following criteria.

Data set 1: Textbook

This research study focused on the critical analysis of the following developmental reading textbook published by Townsend Press, Inc.: The instructor's annotated edition of *Ten Steps to Improving College Reading Skills* (2014), a 652-page developmental reading textbook now in its 6th edition, which is commonly used in the California Community College System and educational institutions across the nation.

According to author John Langan (2014), the purpose of *Ten Steps to Improving College Reading Skills* is "to develop effective reading and clear thinking" through the study and practice of ten skills (represented by chapters) considered essential to the development of reading comprehension. The ten skills with accompanying reading selections are separated into two categories: literal and critical (p. vii).

Selection criteria for data set 1. I adapted the following four-point textbook selection criteria from Saeed Taki's 2008 study of international ELT textbooks and applied it to *Ten Steps to Improving College Reading Skills, Annotated Instructor's 6th edition* by John Langan (2014):

1. (Level Appropriateness) Textbook represents a reading level specific to developmental courses.

- This text was written for use in an intermediate-level developmental reading course which would be the equivalent of one to two levels below college transfer level.
 - According to information provided by the publisher, Townsend Press (2012), the reading selections included in this text span 8th-12th grade.
2. (Usage and Currency) Textbook widely used by California community college faculty consistently for the last five years.
- This text has been in continuous use since it was first published in 1987 and is currently in its 6th edition.
3. (Institutional Presence) Textbook has shown a strong presence on the college market, particularly in California for the past twenty years.
- According to information provided by the publisher, Townsend Press (2012), *Ten Steps to Improving College Reading Skills* is one of the most popular reading series being used at colleges and universities in the United States.
 - *Ten Steps to Improving College Reading Skills* is the most widely used textbook in the “Ten Steps” series.
 - Approximately one quarter million copies of textbooks in the “Ten Steps” series are sold each year in California colleges.
 - International sales continue to be strong in Saudi Arabia and Iran.
 - Due to confidentiality, exact sales figures from Townsend Press were unavailable.

4. (Discipline or Field Expertise) Textbook written by a well-known expert in the field of literacy education with an emphasis at the developmental level.
- John Langan is a full-time faculty member at Atlantic Cape Community College in New Jersey and has been teaching writing and reading courses for over twenty-five years. He has authored numerous college textbooks on both writing and reading for publisher McGraw-Hill. He has also authored the popular “Ten Steps” series of developmental reading textbooks and other reading, composition, and literature texts for educational publishing company, Townsend Press, Inc., the publishing company which he founded.
 - Textbook published by a leading publisher in the field of literacy education.
 - Townsend Press, Inc., which was founded in 1986 in Berlin, New Jersey, is an independent book publisher of acclaimed educational materials for K-12 and higher education.

Selection criteria for textbook excerpts. What follows is list of textbook excerpts selected from Data Set 1 based on specific criteria, which is also described in the list.

- The textbook cover (front and back) was selected because it is the physical and visual representation of the textbook created by the author and publisher of the work.
- The Table of Contents was selected because it is the content framework that outlines the reading curriculum and the order in which it is presented.

The content also represented the concepts the author considered important and appropriate for the level of the text.

- Messages from the author written to the instructor were selected because they provided insight into the author's philosophical and pedagogical stance with regard to the teaching of reading. In addition, messages to the instructor provided insight into the possible construction of teacher and student roles.
- Messages from the author written to the student were selected because they provided insight into the author's assumptions and biases toward students. In addition, messages to the student constructed the student-teacher relationship in particular ways.
- Themes related to the reading selections in the textbook were selected because they provided insight into the author's assumption and biases toward students and developmental reading instruction.
- The annotation notes provided for the instructor were selected because they provided insight into the construction of knowledge, and teacher and student roles.

Data set 2: Educational Policy Text 1

The Academic Senate for California Community Colleges' 2008 policy document *The Course Outline of Record: A Curriculum Reference Guide The Course Outline of Record*: drafted and published by the Academic Senate for California Community Colleges (ASCCC) is a 96-page document that provides a framework for developing

course outlines, specific elements required in a course outline of record along with a detailed glossary of common terms, references, and Title 5 regulatory language.

The Course Outline of Record: A Curriculum Reference Guide is a revision of the 2004 version. This document was revised by the State Academic Senate of California Community Colleges in light of changes to several Title 5 Regulations related to curriculum development and approval. This document provides a general overview and detailed outline of the curriculum development process along with related education code and other resources.

Selection criteria for data set 2. This text was selected because it is recognized and used by educators at all 112 California community colleges as the framework for developing official course outlines, including the selection of instructional materials, which are mandated by the California Community College System.

According to the State Academic Senate of California Community Colleges (2008), “The primary text plays a central role in the articulation of a course [and] should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject” (p. 40).

Selection criteria for policy excerpts. What follows is list of excerpts from Data Set 2 selected on the basis of specific criteria, which is also described in the list.

- The Abstract section was selected because it provided a summary of the entire document.
- The Introduction section was selected because it provided historical background information and an overview of the document.

- The How to Use this Paper section was selected because it represented a message from the authors of the document to the intended audience—California Community College System curriculum developers (faculty).
- The Planning the Course Outline of Record section was selected because it included several references to textbooks.
- The Required Texts and Other Instructional Materials section was selected because it emphasized the use of textbooks and referenced Title 5 regulations regarding curriculum, reading, developmental levels, and students.

Data set 3: Educational Policy Text 2

Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§ 66406-66410 of the California Education Code (2005), which are roughly six pages of laws and regulations that have been developed by the California State Legislature, are devoted exclusively to the regulation of textbooks in higher education.

Selection criteria for data set 3. This educational policy text was selected because it is a part of California Education Code which governs and regulates academic materials used in California community colleges. Since this dissertation project applied CDA to a commonly used developmental reading textbook (academic material) and also to related educational policies pertaining to public, two-year colleges, the inclusion of §§ 66406-66410 from Title 3: Post-Secondary Education, Chapter 6: Academic Materials of the California Education Code added relevance to this study.

Selection criteria for policy excerpts. What follows is list of excerpts from Data Set 3 selected on the basis of specific criteria, which is also described in the list.

- §§ 66400-66410 were selected because they represented California Education Code that pertained specifically to the production, selection, access, and distribution of textbooks in California postsecondary educational institutions.

Setting

The decision to situate this research study in the California Community College System was based upon the following reasons:

1. This system is the largest higher education system in the United States and is made up of 112 public two-year colleges that educate over 2 million students annually (The Foundation for California Community College, 2013).
2. As a community college reading instructor, who continues to teach developmental reading courses, oversees reading and writing support resources for students, and also develops curriculum, I have a responsibility to students, faculty, and the institution to understand the relationship between curricular decision making and one's assumptions, biases, and beliefs about education, literacy, and teachers' and students' roles.

Data Coding

According to Denzin and Lincoln (2003), successful textual analysis requires limiting the amount of data to be analyzed. In order to reduce the body of data to a manageable level, I reviewed the data several times, applying a different set of criteria each time.

First, I examined each data set as a whole, applied the aforementioned selection criteria, and decided whether it was relevant to the study.

Second, I examined each data set for sections of text that related to this study's primary research questions:

1. How can the application of critical discourse analysis to developmental reading textbooks and related educational policy texts benefit educators and students?
2. How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students?
3. Is there a relationship between developmental reading textbooks and educational policy?

Third, I coded sections within each data set using the following key words to represent how the text was related to the research questions: *instructors, students, curriculum, textbooks, policy, reading/literacy, college reading instruction, developmental/basic skills, and/or institutions.*

Fourth, I created tables for each data set. Each table contained the predetermined sections of the data set and a particular set of CDA questions for each stage of the analysis. These tables are included in Chapter 4 and Chapter 5.

Finally, I explored each section of the data sets for pieces of text that related to or could be answered by the CDA questions. Those questions helped focus and guide the analysis. A more detailed description of those questions is outlined in Chapter 4. In addition, I created tables of text excerpts selected from each data set. I also included a

column for related CDA questions from each stage of the process. These tables are provided at the end of this dissertation as Appendix A, Appendix B, and Appendix C.

Data Analysis

The following section of the dissertation includes a discussion of the process that was employed to analyze the body of data in this study.

Critical Discourse Analysis

To examine the discourse of developmental reading and educational policy texts, I employed Critical Discourse Analysis (CDA), a transdisciplinary, problem-oriented, branch of discourse analysis that views language as discourse and social practice. CDA's methodology of description, interpretation, and explanation provided a means of exploring the relationship between developmental reading textbooks and educational policy and how assumptions embedded in their discourse constructed literacy, the instructor's role, and the role of students (Rogers, 2011, p. 3).

Two important features of CDA that fit well in this study and set CDA apart from other forms of discourse analysis were its emphasis on transformative change as a way to affect practice and the following general assumptions:

- Language is a social phenomenon.
- Individuals, institutions, and social groupings carry specific values and meanings expressed through language.
- Texts are considered relevant units of language in communication.
- Readers and listeners are not passive recipients in their relationship with texts.

- Meaning is understood within the context of “specific social and cultural practices, and is continually transformed in those practices.”(Kress, 1989, p. 15; Gee, 1999, p. 63; Fairclough, 2003; Burns & Morrell, 2005)

Moreover, in the last twenty years, a plethora of books, essays, empirical studies, reviews, and dissertations have emphasized critical analysis of discourse in the field of Education in areas such as literacy, higher education, adult education, and policy studies as an effective means of research methodology (Rogers, 2011, p. 3).

Fairclough’s Method of Critical Discourse Analysis

While there are many approaches to the critical analysis of discourse that researchers can take, I decided to utilize an adapted version of Norman Fairclough’s (2001) method of Critical Discourse Analysis (CDA) based on his book *Language and Power*.

Three reasons led me to this decision. First, Fairclough’s three-stage process of Critical Discourse Analysis was relevant to this research study because the objective of CDA is to show how language (discourse) maintains and changes power relations in the societal, institutional, and situational levels. Since I investigated the relationship between developmental reading textbooks and educational policy by examining the language (discourse) of developmental reading and educational policy texts, CDA was well suited to this research study.

Second, Burns and Morrell (2005) argued: “As educators making curricular decisions that affect millions of people’s access to literacy and opportunity, CDA should be indispensable” (p. 140). They went on to suggest CDA as a useful way to periodically reevaluate the effectiveness of curricula and policy in order to “make judgments about

what needs changing, how it might be changed, and what the consequences of change might be” (p. 140).

Third, Fairclough’s well-structured, analytical framework presented a methodology of Critical Discourse Analysis accessible to one with a minimum level of expertise in sociolinguistics, social theory, and discourse analysis who was new to this type of research.

In *Language and Power*, Fairclough (2001) suggested that by adopting the notion that language is discourse and social practice, one was committed to analyzing not just texts themselves but “the relationship between texts, processes, and their social conditions” (p. 21).

His three-stage process of Critical Discourse Analysis forms an analytical framework organized around sets of questions situated in each stage of the process. However, Fairclough (2001) reminded researchers that analyzing discourse requires taking into account features that are present in a text and features that are absent.

He also reminded researchers that the set of research questions he presented should not be considered a definitive method of analysis but rather a suggested framework in which each question’s relevance would depend upon the focus of the particular study. Therefore, the questions included in each stage of the analysis were selected based on relevance to this research study.

Stage 1: Description. This stage of analysis involved examining formal characteristics of text within three major categories (vocabulary, grammar, and textual structures). Within each major category, Fairclough (2001) distinguished between three value types that formal text features may have:

- Experiential value refers to contents, knowledge, and beliefs and is a hint that points to the way an author's (text producer's) experience of the world is represented.
- Relational value refers to relations and social relationships and is a hint that points to the social relationships enacted through the text within the discourse.
- Expressive value refers to subjects and social identities and is a hint that points to the author's evaluation of the bit of the reality it relates to.

(p. 93)

Fairclough (2001) reminded the researcher that the analyzing of texts required a constant alternation between what was seen in the text and the types of discourse the text drew from. The following questions were situated within the three major categories of vocabulary, grammar, and textual structures and also clustered around the three value types: a) experiential, b) relational, and c) expressive:

Vocabulary

Experiential values

1. What classification schemes are drawn upon?
2. Are there words which are ideologically contested?
3. Is there rewording or overwording?

Relational values

4. Are there markedly formal or informal words?

Expressive values

5. What metaphors are used?

Grammar

Experiential values

6. Is agency unclear?
7. Are sentences active or passive?
8. Are sentences positive or negative?

Relational values

9. What modes (declarative, grammatical question, imperative) are used?
10. Are the pronouns *we* and *you* used, and if so, how?

Expressive values

11. What are the markers of modalization?
12. What cohesive features are used in the text?

Textual structures

13. What larger-scale structures does the text have?

(Fairclough, 2001, pp. 92-93)

Stage 2: Interpretation. This stage of analysis focused on the relationship between text and interaction by using textual data analyzed in Stage 1 to clarify the construction, reproduction, and transformation of social practices. Interpretations are produced by combining “what is in the text and what is ‘in’ the interpreter/researcher (Fairclough, 2001, p. 118). In other words, the formal features of the text act as cues; thereby activating the interpreter’s MR (members’ resources). It is the dialectical exchange between cues and MR that leads to interpretations.

Fairclough (2001) explained member’s resources (MR) as the researcher’s assumptions, experience, skills, values, and beliefs. With this in mind, he also reminded

the researcher that as interpreter, she carried her own assumptions about the context which would, in the beginning:

Influence the way in which linguistic features of a text are themselves processed, so that a text is always interpreted with some context in mind. This means that the values which particular features of a text have, depend on the interpreter's typification of the situational context. (p. 126)

In *Language and Power*, Fairclough (2001) also provided a set of questions for researchers to use in the second stage of analysis:

Context

Situational and Intertextual

1. What (activity, topic, purpose) is going on?
2. Who (subjects) is involved?
3. What relationships (subject positions) are set up and enacted in the situation?
4. What network of texts are participants drawing upon?
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?

Discourse types

6. What discourse types are drawn upon in the text?
7. Is there a significant mixing of discourses?

Difference and change

8. Are answers to questions 6 and 7 different for different participants?
9. Do they change during the course of the interaction?

(pp. 134-135)

Stage 3: Explanation. This stage aimed to show the interaction between discourse and relations of power, as well as discourse and processes of struggle. Members' resources (MR) mediated this interaction. In addition, this stage investigated discourse at the societal, institutional, and situational levels. In Fairclough's (2001) words, "social structures shape MR, which in turn shape discourses; and discourses sustain or change MR, which in turn sustain or change structures" (p. 135). Moreover, MR are viewed ideologically.

Similar to Stage 2, Fairclough (2001) provided a set of questions for researchers to use in the third stage of analysis:

Social determinants

1. What power relations at the situational (classroom) level help shape this discourse?
2. What power relations at the institutional (local) level help shape this discourse?
3. What power relations at the societal (state/national) level help shape this discourse?

Ideologies

4. What elements of members' resources (MR) which are drawn upon have an ideological character?

Effects

5. How is the discourse positioned in relation to struggles at the situational (classroom) level?
6. How is the discourse positioned in relation to struggles at the institutional (local) level?

7. How is the discourse positioned in relation to struggles at the societal (state/national) level?
 8. Does it contribute to sustaining existing power relations or transforming them?
- (p. 138)

Issues of Validity

Employing CDA as a research methodology was not without its challenges. Researcher bias is considered a threat to validity and CDA, in particular, appears to privilege the researcher's own interpretation of the data. However, I assert that Fairclough's (2001) three stage analytic framework provided a systematic approach to Critical Discourse Analysis that combined linguistic theory with critical social theory, not a haphazard collection of theories and methods (Maxwell, 2005).

In terms of analysis, CDA researchers must engage their own prior knowledge of language to decipher the text. The researcher is then tasked with explaining the relationship between the text, institutions, and society. In other words, the researcher/analyst cannot escape the fact that she is a part of the analysis, a participant of the study. She must engage her own MR during the interpretation and explanation stages of the analysis in order to "explain how participants draw upon theirs" (Fairclough, 2001, pp. 138-139; Hatch, 2002). According to Fairclough (2003), one limitation of text (discourse) analysis is:

No analysis of a text can tell us all there is to be said about it—there is no such thing as a complete and definitive analysis of a text. That does not mean they are unknowable—social scientific knowledge of them is possible and real enough, and hopefully increasing, but still inevitably partial. (p. 14)

Reactivity is another potential threat to validity that Maxwell (2005) defined as “the influence of the researcher on the setting or individuals studied” (p. 108). Since data included in this study (a developmental reading textbook and educational policy documents) was analyzed by first attending to linguistic and semantic features of the text and not through conversation or interview, reactivity did not appear to be a threat to validity.

Gee (1999), on the other hand, looked at validity through the lens of four criteria: a) convergence—when answers to the research questions “converge in a way to support the analysis,” b) agreement—when research in the field and related fields supports the conclusions, c) coverage—“the analysis is more valid the more it can be applied to related sorts of data,” and d) linguistic details—the analysis is more valid the more it is tightly tied to linguistic structure” (p. 95). Gee also reminded the researcher to offer transparency with regard to opposing conclusions that might surface during the analysis.

Knowing that the analysis of text is based on the questions researchers ask and their motivations behind them, I understand that I cannot claim my analysis of the data to be complete. “All analyses are open to further discussion and dispute, and their status can go up or down with time as work goes on in the field” (Gee, 1999, p. 94).

CHAPTER 4

DATA AND ANALYSIS

Purpose of the Study

The purpose of this study was to explore how the application of critical discourse analysis to a developmental reading textbook and related educational policy texts could benefit educators and students. Implicit assumptions, ideologies, and power struggles embedded in the discourse of developmental reading and educational policy texts were highlighted, as was the constructive role language exhibited in the development of knowledge and power relationships between educators, students, institutions, and society.

For this study, Fairclough's three-stage Critical Discourse Analysis (CDA) framework was first applied to specific sections of three texts or data sets: (Data Set 1) The developmental reading textbook instructor's edition, *Ten Steps to Improving College Reading Skills*, 6th edition, by John Langan, (Data Set 2) The Academic Senate for California Community Colleges' (ASCCC) 2008 policy document *The Course Outline of Record: A Curriculum Reference Guide*, and (Data Set 3) Legal statutes contained within California Education Code (2005): Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§ 66406-66410.

Since Critical Discourse Analysis (CDA) requires a focused, detailed analysis, smaller samplings of relevant pieces of text were chosen from within the larger sections of each data set. According to Denzin and Lincoln (2003), textual analysis is most effective when the researcher limits the data set, "taking only a few texts or parts of texts" (p. 353). CDA questions applied at each stage (description, interpretation, and

explanation) of the analytic process helped to further narrow the body of data analyzed in this study.

This chapter presents Stage 1 of the CDA framework. The first stage, called *description*, employed a specific set of questions to guide the examination of particular vocabulary, grammar, and text structure features in each data set—what is considered a more traditional text analysis.

Text samples from sections of the developmental reading textbook (Data Set 1) and educational policy texts (Data Sets 2 and 3) were discussed in relation to the set of CDA questions used for analysis. A summary of Stage 1 results for each data set has also been included.

Stage 1: Analysis of Text

At the level of vocabulary, the following CDA questions were first applied to larger sections of each data set. These larger sections were selected based on their relevance to the research questions of this study. Each data set was further limited to smaller pieces of text (within the larger sections) that possessed evidence relevant to the CDA questions applied at each stage of analysis.

Data Sets Analyzed

The first data set analyzed was *Ten Steps to Improving College Reading Skills*, 6th edition (Langan, 2014), a mid-level developmental reading textbook commonly used in developmental or basic skills reading courses at California community colleges. From within this data set, the following sections were selected for analysis: a) Front and back cover, b) Table of Contents, c) Message and Preface to the Instructor, d) Introduction which included 1: How to Become a Better Reader and Thinker, 2: Reading for Pleasure

and Power, and 3: Some Quick Study Tips, e) topics of reading selections from Part One and Part Two, and f) Annotation notes To The Instructor.

The second data set analyzed was Academic Senate for California Community Colleges' 2008 policy document *The Course Outline of Record: A Curriculum Reference Guide The Course Outline of Record*, an educational policy document that provides a framework for developing course outlines, specific elements required in a course outline of record along with a detailed glossary of common terms, references, and Title 5 regulatory language. From within this data set, the following sections were selected for analysis: a) Abstract, b) Introduction, c) How to Use This Paper, d) Planning the Course Outline of Record, e) Required Texts and Other Instructional Materials.

The third data analyzed was Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§ 66406-66410 of the California Education Code (2005), which are laws and regulations that have been developed by the California State Legislature, exclusively for the regulation of textbooks in higher education. From within this data set, the following sections were selected for analysis: a) 66406, b) 66406.5, c) 66406.7, d) 66407, e) 66408-66409, and f) 66410.

Description Stage Questions

What follows is the set of CDA questions used for the Description stage of analysis. A brief explanation of each question and a related example have also been included. These questions were adapted from Stage 1 of Fairclough's CDA framework:

1. What classification schemes are drawn upon?
 - An examination of classification schemes involves looking at how words in the text are potentially organized into categories (Fairclough, 2001).

- For example, the back cover of *Ten Steps to Improving College Reading Skills*, presents college reading through the use of the following vocabulary: *reading skills*, *step-by-step*, and *skills most needed*. The text producer's deliberate use and repetition of these key words emphasized a fundamental, step-by-step process of instruction, a particular category or classification.

2. Are there words which are ideologically contested?

- Word choice and word juxtaposition are often used to support, promote, or naturalize an author's ideology (Fairclough, 2001).
- For example, an examination of key vocabulary (*step-by-step*, *ten skills*, *reading skills*) used on the back cover of *Ten Steps to Improving College Reading Skills*, illustrates the significance of the author's deliberate word choice in promoting a skills-based literacy ideological stance. While publishers often have a marketing division responsible for advertising, including textbook covers, it is important to note that John Langan, the author of *Ten Steps to Improving College Reading Skills*, is also the founder and president of Townsend Press, Incorporated.

3. Is there rewording or overwording?

- The use of *synonymy*, which Fairclough refers to as *rewording* or *overwording*, may indicate the emphasis of a particular ideological view that may repeat throughout a text.
- For example, the back cover of *Ten Steps to Improving College Reading Skills* highlights this notion of repetition or synonymy in the use of the

following words: *steps*, *step-by-step*, *ten skills*, *skills*, *skills that students need*, and *skill chapters*. The deliberate emphasis on steps and skills appeared to promote and reinforce a skills-based literacy ideology.

4. Are there markedly formal or informal words?

- Fairclough (2001) suggested that authors may employ “strategies of avoidance,” such as the use of euphemisms or more formal word choices to veil possible negative interpretations of texts (p. 97-98). Fairclough offered one such example where two different Psychiatric texts covering the same topic used different words to describe the same circumstance—*seclusion* versus *solitary confinement*. The word *seclusion* has a much more positive connotation. On the other hand, *solitary confinement* is typically equated with imprisonment (p. 28).
- As a reading instructor, I also equated *informal* and *formal* with reading level. Educational textbooks are often written with specific grade or reading levels in mind.
- Examination of the back cover of *Ten Steps to College Reading Skills*, for example, revealed a deliberate reliance on informal or fundamental vocabulary, such as *improve*, *made*, *skills*, and *explain*, which contributed to the skills-based or step-by-step pedagogical stance of the author.

5. What metaphors are used?

- The use of metaphor in texts is often another way to present one’s ideology or belief systems (Fairclough, 2001).

- For example, in a skills-based approach to reading instruction, diagnostic assessments are often used to diagnose reading difficulties that students are experiencing. Using words like *diagnostic* and *diagnose* construct a medical metaphor, associating reading assessment and instruction with diagnosing a physical ailment.

At the grammatical and structural levels, the following set of CDA questions were applied to smaller samplings of text from larger sections of each data set:

6. Is agency unclear?

- Fairclough's (2001) process for analyzing text in terms of agency starts with a look at three simple sentence constructions: a) Subject-Verb-Object (SVO), b) Subject-Verb (SV), and c) Subject-Verb-Complement (SVC).
- For example, the following excerpt from the back cover of *Ten Steps to College Reading Skills* (2014) appeared to place the textbook itself in the subject position, giving the text agency rather than the instructor or student:

Now in its Sixth Edition, *Ten Steps to Improving College Reading Skills* continues to do what has made it the best-selling book on the college reading market: clearly explain and teach, in a step-by-step way, the ten skills most needed for logical thinking and effective reading comprehension. (Langan, back cover)

- The book, as subject, is attributed with the following actions: *continues*, *clearly explains*, and *teaches*. This type of deliberate sentence construction clearly shifts agency to the textbook.

7. Are sentences active or passive?

- Continuing to focus on the same three sentence types (SVO, SV, and SVC), Fairclough (2001) suggests that a text producer's use of active or passive sentences may be used to avoid repetition or mask agency.
- For example, the following excerpt from the back cover of *Ten Steps to College Reading Skills* demonstrates the use of a passive, agentless sentence construction: "The skills taught are exactly the skills that students need to become better readers and to improve their scores on standardized tests" (Langan, 2014). Who is teaching the skills to the students? This type of passive sentence construction creates ambiguity, masking agency.

8. Are sentences positive or negative?

- SVO, SV, and SVC sentence types may also be constructed as positive or negative. Fairclough suggested that negative sentence construction typically indicates that information is untrue and provides contrast in relation to positive sentences.
- Analyzing sentences in terms of positive or negative may also reveal the text producer's attempt to present his or her assumptions as commonplace, as fact as evidenced by the following excerpt: "The chances are that you are not as good a reader as you should be to do well in college. If so, it's not surprising. You live in a culture where people watch an average of *five hours of video every day!!!* All that passive viewing does not allow much time for reading" (Langan, 2014, p. 3).

- The previous excerpt was taken from the first paragraph of the *How to Become a Better Reader and Thinker* section of the textbook where the author addresses the student directly. The author's use of negative sentence construction and word choice supports his belief that students are not proficient readers and would rather watch television than read.
9. What modes (declarative, grammatical question, imperative) are used?
- According to Fairclough (2001), a basic examination of sentence modes provides insight into the positioning of participants.
 - In the declarative mode, which is structured as subject followed by verb, the writer is placed in the subject position as the giver or requester of information while the reader is placed in the addressee role as the receiver of information.
 - Grammatical question mode involves two different question types:
 - 1) Investigative questioning: who, what, when, where, why, how, which—"When are you most likely to do your reading?" (Langan, 2014, p. 3) and 2) Yes/no questioning: a question that begins with a verb—"Do you think that school made you dislike reading, rather than enjoy it?" (Langan, 2014, p. 3). In addition, a grammatical question can also represent a "demand for action."
 - In the imperative question mode, there is no subject but rather begins with a verb. The sentence is constructed as either V-O or V-A. According to Fairclough, imperatives are typically used to elicit action from a compliant addressee.

10. What are the markers of modalization?

- The use of modals can be a means of constructing authority and power relations between text producer and receiver (Fairclough, 2001). To answer this question, it was necessary to see whether modal verbs were used and how they were used.
- Modal verbs include *can*, *may*, *might*, *must*, *should*, *would*, and *ought*, and their meanings include: to express obligation, to request permission, to give or offer advice, and to express ability.
- For example, “Tell students that they must attend the class and do the assigned work” uses the modal verb *must* to convey obligation on the part of the student (Langan, 2014, inside cover). Through this statement, the author exerts power on two levels. First, the author is exerting power over the teacher by directing him/her to “Tell students that they must attend the class . . .” Second, the statement itself shifts the power to the teacher who, in turn, exerts power over the students via the use of the modal verb *must*.

11. Are the pronouns “we” and “you” used, and if so, how?

- The use of the pronouns *we* and *you* can imply particular relations of power and authority (Fairclough, 2001).
- The inclusive *we* pertains to the writer and reader/addressee as in agreement; whereas, the exclusive *we* pertains to the writer and other individuals as separate from the reader/addressee (p. 106).
- The pronoun *you* is commonly used to fabricate a personal relationship, a personal connection with the addressee.

- What follows is the use of *we* to create a sense of agreement between textbook author and instructor: “We all know that many students entering college today do not have the reading skills needed to do effective work in their courses. A related problem, apparent even in class discussions, is that students often lack the skills required to think in a clear and logical way” (Langan, 2014, p. vii).
- The previous statements comprise the first paragraph of the *Preface: To the Instructor* where the author, John Langan, is addressing the instructor directly. By using *we*, Langan has included himself as part of a teacher collective. “We all know” is his way of stating, as fact, that all teachers share his belief or assumption that college students lack the ability to read effectively and think critically (Langan, 2014, p. vii).

12. What cohesive features are used in the text?

- Fairclough (2001) suggested that an analysis of certain types of cohesive features of a text may reveal ideological assumptions. The types of cohesive features that he was referring to included the following: repetition of key words, use of synonyms, use of reference, use of transitions, and organizational patterns.
- For example, repetition of key words—*skills*, *step-by-step*, *ten skills*—is used extensively on the back cover of *Ten Steps to Improving College Reading Skills* as a way to construct reading instruction as a skills-based. The author’s deliberate word choices emphasize and reinforce a fundamental, basic, and step-by-step approach to reading instruction.

13. What larger-scale structures does the text have?

- When examining smaller pieces of text extracted from a larger text, it is important to also take into account the text as a whole, its context and related parts.
- Certain types of texts may consist of a structure with fairly predictable, ordered features, a structure and features that readers of the text may expect to see. A newspaper article is one such example of a recognizable textual structure. A reader's familiarity with and expectations of a particular textual structure may lead the reader to make assumptions about the text and, perhaps, overlook new or ideologically significant information present in the text (Fairclough, 2001).
- For example, a table of contents is a common element in textbooks, an element that outlines and orders the introduction of concepts within the textbook as a whole. A reader's (whether instructor or student) familiarity with a table of contents may lead him or her to accept the order or hierarchy of concepts without question (Fairclough, 2001, pp. 92-116). In the case of *Ten Steps to Improving College Reading Skills*, the table of contents presents reading concepts in a particular order from vocabulary to critical reading, suggesting that this is the sequence in which these concepts should be taught.

Data Set 1 Analysis

I began the CDA process with *Ten Steps to Improving College Reading Skills*, 6th edition (Langan, 2014), a mid-level developmental reading textbook commonly used in developmental or basic skills reading courses at California community colleges.

For the purpose of the analysis, the textbook was referred to as Data Set 1. The following six sections: a) Front and back cover, b) Table of Contents, c) Message and Preface to the Instructor, d) Introduction which included 1: How to Become a Better Reader and Thinker, 2: Reading for Pleasure and Power, and 3: Some Quick Study Tips, e) reading selections from Parts One and Two., and f) Annotation notes To The Instructor were explored for evidence of smaller pieces of text related to the set of CDA questions applied in Stage 1. The set of CDA questions was applied to a sampling of texts chosen from each of the six sections of Data Set 1. These smaller texts are presented in their entirety in Appendices D, E, and F of this dissertation.

The Description Stage began with an analysis of particular vocabulary, grammar, and structural features based on the set of aforementioned CDA questions. To support the discussion of Stage 1 analysis and provide a broader perspective, Table 1 highlights the summary results of the analysis of Data Set 1 as it pertained to vocabulary.

Table 1

Stage 1 Description of Vocabulary for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student-Introduction: Sections 1, 2, 3	Reading Selections Parts 1 & 2	Annotation for Instructors
Stage 1: Description						
Vocabulary:						
1. What classification schemes are drawn upon?	Classification #1: Advertisement Classification #2: Skills-based reading instruction	The predominant classification scheme is the textbook table of contents, an outline of textbook contents	One classification scheme is the instructor's manual or guide, also a list of teaching tips, and a list of textbook features	Textbook introduction Study skills How-to manuals Fill-in-the-blank tests	Classification Stories of resilience and overcoming tragedies Stories about discrimination	instructor's manual or guide, textbook answer keys
Summary of Q1	<i>During the examination of the selected sections of the textbook, several classifications schemes emerged. The front and back outside covers shifted between advertisement and step-by-step, skills-based reading instruction. The messages and annotation notes to the instructor appeared to align with instructor's manuals, how-to guides, and test bank answer keys. The Introduction section, directed towards students, combined a study skills classification scheme with basic testing features: fill-in-the-blank and short-answer question types. 50% of the reading selections focused on topics of resiliency—overcoming tragedies, such as jail, death, drug abuse, and bullying. Two general, overarching classification schemes surfaced (1) Skills-based reading instruction and (2) Successful business practices</i>					
2. Are there words which are ideologically contested?	Yes—Skills, step-by-step, logical thinking, effective reading comprehension, best-selling	Yes—"How to become a better reader", "reading for pleasure and power", Shame, Growing less dumb, coping with nervousness	Yes—skills, basic, best, benefit, profit, hands-on, practice, mastery, self-esteem, good, alive, active, conditioned, advantage, success, capable	Yes—good, better, smarter, skills, practice, basic skill, reward effort, benefit, mastery, power, pleasure,	shame, flunking, dumb, compliance, power, alcohol abuse, anxiety, nervousness	Yes, easy, correct, incorrect
Summary of Q2	<i>What is of ideological significance throughout the text relates to the use of language indicative of a fundamental skills literacy ideology (basic, basic skills, step-by-step, mastery) combined with language indicative of a business success ideology: best-selling, benefit, profit, power, reward, compliance, correct, effective, advantage.</i>					
3. Is there rewording or overwording?	Yes, both rewording and overwording with a step-by-step process. Synonymy: Skills, step-by-step, easy-to-follow, steps, clearly, clarity, helpful	No	Yes, rewording and overwording with a preoccupation of skills. Synonymy: skills, basic, step-by-step, clearly explained, clarity, practice and feedback, mastery, effective, clear	Yes, rewording and overwording with a preoccupation of skills and practice. Synonymy: skills, basic, step-by-step, clearly explained, clarity, practice and feedback, mastery, effective, clear		Given the nature of the annotation, words like correct, incorrect, support, introduce, selection are repeated
Summary of Q3	<i>The use of rewording and/or overwording (step-by-step, skills, basic skills, easy-to-follow, practice, mastery, support, easy, helpful, and basic) in the majority of the sections illustrated a preoccupation with reading as a step-by-step, basic process. However, the Table of Contents and Reading Selections did not appear to employ this device.</i>					
4. Are there markedly formal or informal words?	Informal words used: explain, become better, improve, made	Formal, standardized table of contents	Informal words used as well as idioms—you mean business and loud and clear	The text is a mixture of formal and informal words, the use of contractions, no idioms		informal
Summary of Q4	<i>The majority of the sections were written in a purposeful informal style, including idioms, contractions, and language at a fundamental level, such as become better, improve, explain, and made.</i>					
5. What metaphors are used?	Steps used to learn skills (training)	As a form of hierarchy, it relates to a success business performance metaphor	Steps used to learn skills (training)	Successful performance		No
Summary of Q5	<i>During the examination of the selected sections, two overarching metaphors appeared to surface: (1) the metaphor of successful business employee performance, which was supported by a training metaphor.</i>					

Vocabulary. First, an examination of key vocabulary present in a sampling of texts from the six sections of Data Set 1 revealed several interrelated classification schemes that appeared to center on the notion of step-by-step instruction as a basis for successful performance. One example of the success performance classification scheme was illustrated by Excerpt 1 extracted from the To the Instructor section located on the inside front cover of the textbook:

Now in its Sixth Edition, *Ten Steps to Improving College Reading Skills* continues to do what has made it the best-selling book on the college reading market: clearly

explain and teach, in a step-by-step way, the ten skills most needed for logical thinking and effective reading comprehension. The skills taught are exactly the skills that students need to become better readers and to improve their scores on standardized tests. (Langan, 2014, back cover)

Another overarching classification surfaced after a review of the reading selections' topics. At least half of the twenty reading selections in the textbook focused on topics of disadvantage, adversity, and resiliency. Words such as, *bullying*, *drug abuse*, *racism*, *murder*, *loss*, and *shame* were present in roughly 50% of the reading selections, constructing a self-help/personal growth classification scheme.

For example, the story *Night Watch* was about dying alone, *Here's to Your Health* was about alcohol abuse, *Rowing the Bus* was about bullying, *Students in Shock* was about stress in college, *The Scholarship Jacket* was about discrimination and racism in public school, *The Yellow Ribbon* was about life after incarceration, *Shame* was an autobiographical story of a young boy whom teachers considered to be stupid and a trouble maker, and *Lizzie Borden* was the historical account of Lizzie Borden's acquittal of the murder of her parents.

Second, there was an extensive use of synonymy or rewording with words, such as *skills*, *step-by-step*, *easy-to-follow*, *steps*, *basic skills*, *clearly*, *clarity*, *clear*, and *precise* repeated in numerous smaller samplings of text in Data Set 1. Below are two such examples. The first example was Excerpt 2 from the Preface to the Instructor:

The purpose of *Ten Steps to Improving College Reading Skills, Sixth Edition*, is to develop effective reading and clear thinking. To do so, Part One presents a sequence of ten reading skills that are widely recognized as essential for basic and

advanced comprehension. The first six skills concern the more literal levels of comprehension. (Langan, 2014, p. vii)

The second example was Excerpt 4 from the Preface to the Instructor:

Focus on the basics. The book is designed to explain, in a clear, step-by-step way, the essential elements of each skill. Many examples are provided to ensure that students understand each point. In general, the focus is on teaching skills—not just on explaining or testing them. (Langan, 2014, p. viii)

According to Fairclough (2001), overwording and/or rewording may constitute a preoccupation with a particular ideology. In this case, the author appeared to represent and emphasize college reading instruction as a skills-based, step-by-step, easy-to-follow learning process.

Third, a metaphor related to “power” surfaced in a sampling of texts from the Introduction, 2: Reading for Pleasure and Power. The author equated becoming a better reader with becoming powerful and offered three types of potential power: a) Language power, b) Job power, and c) Human power as evidenced by several examples. The first example was Excerpt 2 from the Introduction, 2: Reading for Pleasure and Power:

Language Power. Research has shown beyond any question that frequent reading improves vocabulary, spelling, and reading speed and comprehension, as well as grammar and writing style. If you become a regular reader, all of these language and thinking abilities develop almost automatically! (Langan, 2014, p. 10)

The second example was Excerpt 3 from the Introduction, 2: Reading for Pleasure and Power:

Job Power. Regular reading will increase your chances for job success. In today's world more than ever before, jobs involve the processing of information, with words being the tools of the trade. Studies have found that the better your command of words, the more success you are likely to have. *Nothing will give you a command of words like regular reading.* (Langan, 2014, p. 11)

The third example was Excerpt 4 from Introduction, 2: Reading for Pleasure and Power:

Human Power. Reading enlarges the mind and the heart. It frees us from the narrow confines of our own experience. Knowing how other people view important matters helps us decide what we ourselves think and feel. (Langan, 2014, p. 11)

Moreover, while both formal and informal vocabulary was present in Data Set 1, the author tended to use less formal vocabulary when the instructor was the receiver. When the student was the receiver, however, the author tended to shift between more formal and less formal vocabulary. There were two specific examples of this shift in formality. The first example was Excerpt 3 from the inside cover, To the Instructor:

Set high expectations. Students will want to know what they need to do to pass the class. Make it clear to them that you will be expecting a lot of them. If you demand a lot, you will get a lot in return. Tell students that they must attend the class and do the assigned work.

Whatever your policies, explain them loud and clear at the beginning of the term, and stick with them. When students see that you mean business, they will work long and hard to succeed. (Langan, 2014)

The second example was Excerpt 2 from the Introduction, 2: Reading for Pleasure and Power:

Language Power. Research has shown beyond any question that frequent reading improves vocabulary, spelling, and reading speed and comprehension, as well as grammar and writing style. If you become a regular reader, all of these language and thinking abilities develop almost automatically! (Langan, 2014, p.10)

To support the discussion of Stage 1 analysis and provide a broader perspective, Table 2 highlights the analysis of Data Set 1 as it pertained to grammar.

Table 2

Stage 1 Description of Grammar for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student-Introduction: Sections 1, 2, 3	Reading Selections Parts 1 & 2	Annotation for Instructors
Stage 1: Description						
Grammar:						
6. Is agency clear?	Yes and No—at times it appears ambiguous: The book appears to be presented as the subject and animate in the text and the instructor appears to have agency	Yes—the instructor in conjunction with the text appear to have agency. The table of contents begins with a preface to the instructor followed by an introduction that includes a section titled how to become a better reader and thinker	Yes—the author as authority/expert is “guiding” the instructor via the text. The messages to the instructor set up the instructor as the agent and authority with the student as the subordinate	Yes—the author is clearly an agent (discourse directing the student what to do) and, at times, the textbook. The student is predominantly set up as the receiver of information and direction		Yes—the textbook possesses the definitive, correct answers and the author is “instructing” the instructor
Summary of Q6	<i>Throughout the examination of the selected sections, it became clear that agency shifted between the textbook, text producer, and the instructor. The student was continually placed in a subordinate role, taking direction from the text, text producer, and instructor. The instructor, at times, was also put in a subordinate role—subordinate to the textbook and text producer.</i>					
7. Are sentences active or passive?	Passive and appear to be agentless	Passive and agentless	There is a combination of active and passive sentences	The sentences are predominantly active		Predominantly active
Summary of Q7	<i>During the examination of the selected sections, sentences appeared to shift between agentless, passive, as in the case of the outside covers and Table of Contents, and predominantly active sentences in the sections addressed to instructors and students.</i>					
8. Are sentences positive or negative?	Majority of sentences are positive except for “never condescends to students”	positive	There is a combination of positive and negative sentences with negative sentences frequently referring to students’ behavior/actions	The Introduction starts out with numerous negative sentences before moving towards more positive sentences		Both positive and negative
Summary of Q8	<i>The majority of selected sections examined contained positive sentences. However, when sentences referred to students’ behavior and actions and when sentences were addressing students directly, negation was frequently employed.</i>					
9. What modes (declarative, grammatical question, imperative) are used?	Declaratives and imperatives are used	Declaratives and imperatives	All three modes are used	Declaratives and imperatives dominate the text		Declaratives and imperatives dominate the text
Summary of Q9	<i>The majority of selected sections examined shifted between declarative and imperative modes, alternately positioning the textbook and/or text producer as giver of information and instructor and/or student as receiver. In addition, declaratives and imperatives were used to direct the instructor to convey her own declaratives toward students; thus recreating the giver/receiver relationship.</i>					
10. What are the markers of modalization?	None	None	You should, must attend, will have worked, may be too much, should go,	You should, must, may have, you will, should help, will increase, there will be, you must		You might, you should
Summary of Q10	<i>During the examination of the selected sections of the textbook, the use of modal verbs (you should, you must, you will, may be) only appeared in the messages and annotation notes to the instructor and the Introduction (messages) directed towards the student.</i>					
11. Are the pronouns we and you used, and if so, how?	No	No	Yes—both we and you are used. When the author wishes to connect with the instructor, he uses we and when the author is suggesting and/or directing the instructor to act in a particular way, he uses you.	Yes—you is used consistently by the author directed towards the student. You is used to identify a particular type of students and student behavior as well as to direct the student to act in particular ways		Yes—you is used consistently by the author directed towards the instructor.
Summary of Q11	<i>During the examination of the selected sections of the textbook, the use of “we” and “you” only appeared in the messages and annotation notes to the instructor and the Introduction (messages) directed towards the student. You was often accompanied by the modal verbs “should,” “will,” and “may” when directed towards both instructor and student. The collective “we” was used when addressing the instructor, creating a perceived sense of agreement with the text producer.</i>					
12. What cohesive features are used in the text?	Repetition of words and use of related words are predominant	The visual layout of the table of contents creates cohesion, as does the repetition of features in each chapter (title, reading selection, mastery tests)	The text is structured in the form of enumerated and bulleted lists creating a step-by-step instructor’s guide	The text is structured in the form of enumerated and bulleted lists, headings and subheadings creating a step-by-step student’s guide. Transitions are also used to list information (first, second, another, in addition) Causal transitions (as a result) are also used Repetition of words and use of related words are used		All annotation is in color (pink) and situated next to or beneath the questions it pertains to. Annotated includes answers and feedback for all questions throughout the textbook
Summary of Q12	<i>Repeated key words, repeated use of enumeration and bulleted lists were cohesive features used throughout the selected sections of the textbook. Although an analysis of each chapter in detail was not performed, a review of the structural layout of each chapter revealed, once again, the use of repetition. In this case, each chapter contained the same structural elements: explanations and examples of concepts, review tests, reading selection, and mastery tests. The layout of the textbook created overall cohesion.</i>					

Grammar. An examination of grammatical features revealed agency as residing predominantly with the author (text producer) and the textbook. Instructor agency was

present to a lesser degree but became more evident when messages from the author to the instructor and student were juxtaposed. One example was illustrated in Excerpt 10 from the inside cover, To the Instructor:

When you grade a test, try to include some praise or encouragement for each student. A personal comment such as “Good job, Elena” or “Well done, Hakim” can do wonders for a student’s self-esteem. (Langan, 2014)

A second example was in Excerpt 1 from the Introduction, 1: How to Become a Better Reader and Thinker:

The chances are that you are not as good a reader as you should be to do well in college. If so, it’s not surprising. You live in a culture where people watch an average of *five hours of video every day !!!* All that passive viewing does not allow much time for reading. Reading is a skill that must be actively practiced. The simple fact is that people who do not read very often are not likely to be strong readers. (Langan, 2014, p. 3)

It also appeared that guidance and directives from the author granted agency to the instructor. The use of *we* and *you*, modal verbs, positive and negative sentences, and the combination of declarative and imperative statements reinforced the hierarchy of agency from author and textbook as agents to instructor, as agent-receiver, and student as receiver-agent.

To support the discussion of Stage 1 analysis, Table 3 highlights the summary analysis of Data Set 1 as it pertained to textual structures.

Table 3

Stage 1 Description of Textual Structures for Data Set 1

Parts of Text Selected for Analysis	<i>Front and Back Cover</i>	<i>Table of Contents and Layout</i>	<i>Message/Preface to Instructor</i>	<i>Message to Student- Introduction: Sections 1, 2, 3</i>	<i>Reading Selections Parts 1 & 2</i>	<i>Annotation for Instructors</i>
Stage 1: Description						
Textual structures:						
13. What larger-scale structures does the text have?	Structured with elements of promotional writing used to “sell” textbooks, advertising, listing “important features” of the textbook using bullet points, referencing the college reading textbook market	Structured as textbook table of contents (outline of entire textbook) in a sequential order which places concepts in a form of hierarchy from simple to complex	The messages to the instructor are similar to instructor’s guides or handbooks-just in a more condensed format	The messages to the student are similar to student guides or handbooks-just in a more condensed format Also similar to first-day-of-class instructions, class syllabus, learning resources support		Annotation is a form of answer key and instructor’s manual or guide
Summary of Q13	<i>Collectively, the selected sections examined are part of a larger structure—the college textbook (the front and back covers along with the Table of Contents supports the larger “textbook” structure). However, when examining certain individual sections of the textbook, other larger structures emerged. The messages and annotation notes to the instructor appeared to be related more to an instructor’s guide or manual complete with answer keys and testing material. The Introduction, which was directed towards the student, appeared to be related to study skills and personal growth—concepts often presented in a 1st year experience course or learning skills course.</i>					

Textual structures. The analyzed text samples from Data Set 1 of represented elements of the developmental reading textbook as a whole. In turn, the developmental reading textbook could also be linked to the larger textual structure of college textbooks. Annotated notes to the instructor, extensive answer keys, and direction on how to teach a reading course also connect the text samplings and textbook as a whole to the instructor’s manual or guide. One example was illustrated in Excerpt 1 from the inside cover, To the Instructor: “Here are some hints for teaching a reading course and for using this text” (Langan, 2014). Another example was illustrated in Excerpt 6 from To the Instructor, annotated notes: “Before assigning any of the follow topics, you might want to go over with your students the guidelines that appear below and on the next page” (Langan, 2014, p. 619).

Data Set 2 Analysis

I continued Stage 1 of the CDA process with the Academic Senate for California Community Colleges’ 2008 policy document *The Course Outline of Record: A*

Curriculum Reference Guide The Course Outline of Record, an educational policy document that provides a framework for developing course outlines, specific elements required in a course outline of record along with a detailed glossary of common terms, references, and Title 5 regulatory language.

For the purpose of the analysis, this document was referred to as Data Set 2. The following five sections a) Abstract, b) Introduction, c) How to Use This Paper, d) Planning the Course Outline of Record, and e) Required Texts and Other Instructional Materials were explored for evidence of smaller pieces of text that related to the set of CDA questions being asked in Stage 1.

To support the discussion of Stage 1 analysis and provide a broader perspective, Table 4 highlights the summary analysis of Data Set 2 as it pertained to vocabulary.

Table 4

Stage 1 Description of Vocabulary for Data Set 2

Parts of Text Selected for Analysis	Abstract	Introduction	How to Use this paper	Planning the Course Outline of Record (COR)	Required Texts and other instructional materials
Stage 1: Description					
Vocabulary:					
1. What classification schemes are drawn upon?	Academic abstracts, educational policy documents	Formal introductions, educational policy documents	Educational policy documents, formal outlines and introductions	Educational policy documents, reference guides, style guide,	Educational policy documents, legal documents, summary, effective practices
Summary of Q1	<i>Upon examination of the selected sections of this document, it became clear that both the language and style employed was representative of a combination of a more formal, academic classification scheme and a legal policy document.</i>				
2. Are there words which are ideologically contested?	Core, central role, framework, regulatory intent	Defined legal standing, central role, internal and external influences, authority, expected, quality control, document	Neophyte, experienced, required, regulatory	Holistic, role, integrated, evaluated, effective, mastery, rigorous, regulatory intent, validate, methods, dictate, comply	Central role, key, requirements, effective practices, major work, fundamental, icons, regulatory, intensity, difficulty, successfully, skills, slower readers, principles
Summary of Q2	<i>Throughout the selected sections of this document, the juxtaposition of key words, such as central role and regulatory intent, defined legal standing and quality control, neophyte and experienced, holistic and regulatory, and skills and slower readers appeared to create an ideological push and pull between the creative development of curriculum and regulatory power.</i>				
3. Is there rewording or overwording?	Yes, curriculum, course outline, the paper, standards, regulation	Yes, course outline, central, core, guidance, standards, regulation, control	The paper, course outline, curriculum, development	Yes, course, mastery, course outline, integrate, student, regulation, comply	Yes—reading, integrated, text, effective, materials, learning, student
Summary of Q3	<i>During the examination of the selected sections, key vocabulary appeared to be clustered together and repeated throughout the sections as a whole: curriculum, central, and core and standards, control, and regulation or regulatory.</i>				
4. Are there markedly formal or informal words?	The Abstract is written using formal language	The Introduction is written using formal language	Formal language is used	Formal language is used	Formal language is used
Summary of Q4	<i>The language used throughout each selected section of the document was formal, relating to the academic/legal policy classification schemes.</i>				
5. What metaphors are used?	No	No	No	Fleshed out	No
Summary of Q5	<i>During the examination of the selected sections, metaphors did not appear to be used with the exception of "fleshed out" used in the "Planning the Course Outline of Record" section. Even then, this was an isolated use of metaphor that did not continue in the text.</i>				

Vocabulary. To begin with, an examination of key formal vocabulary present in selected sections of *ASCCC Course Outline of Record: A Curriculum Reference Guide*

(2008) revealed a combination of educational policy and academic research reporting classification schemes. This type of classification was illustrated in Excerpt 2 from the Introduction:

Standards for the course outline of record appear in Title 5 Regulation (see Appendix 2), in the Chancellor's Office Program and Course Approval Handbook, and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC) may also place requirements upon the course outline such as specific content or currency of learning materials. (ASCCC, 2008, p. 2)

Second, there was an extensive use of synonymy or rewording with words, such as *curriculum*, *textbook*, *course outline*, *central*, *core*, *control*, *internal and external influences*, *standards*, *course*, and *the paper* repeated in the text. In this case, the author appeared to represent curriculum as the center of education within an educational policy context as evidenced by Excerpt 1 from the Introduction:

The course outline has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing and plays a central role in the curriculum of the California community colleges. The course outline has both internal and external influences. (ASCCC, 2008, p. 2)

A second example was Excerpt 2 from the Abstract:

In spite of the fact that internal and external standards for courses regularly evolve, this paper offers the curriculum developer a clear framework for the writing of a course outline of record. The paper begins with a broad overview of the development process and then moves to an element by element explanation of the course outline of record itself. For each element, stylistic and practical considerations are provided along with the appropriate citations where such inclusion helps to clarify the regulatory intent to ensure quality. The paper also includes discussion of related topics such as discipline assignment and the potential effects of compressed calendars. (ASCCC, 2008, p. 1)

A third example was Excerpt 2 from Required Texts and Other Instructional Materials:

The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.

(ASCCC, 2008, p. 40)

A fourth example was Excerpt 3 from Required Texts and Other Instructional Materials:

The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old. (ASCCC, 2008, p. 40)

To support the discussion of Stage 1 analysis and provide a broader perspective,

Table 5 highlights the summary analysis of Data Set 2 as it pertained to grammar.

Table 5

Stage 1 Description of Grammar for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 1: Description					
Grammar:					
6. Is agency clear?	There is an absence of agency with “the paper” referred to as a form of agent	There is an absence of agency with “the paper or document” referred to as a form of agent	There is an absence of agency with “the paper” referred to as a form of agent	There is an absence of agency – unknown person is giving instructions	The course appears as the agent
Summary of Q6	<i>During the examination of the selected sections of the document, agency shifted between the text also called “the paper” and the text producers.</i>				
7. Are sentences active or passive?	Sentences are active	Sentences are active	Sentences are active	Sentences are active	Sentences are active
Summary of Q7	<i>Throughout the selected sections of the document, active sentence construction is employed.</i>				
8. Are sentences positive or negative?	Sentences are positive	Sentences are predominantly positive	Sentences are predominantly positive	Sentences are predominantly positive	Sentences are predominantly positive
Summary of Q8	<i>Throughout the selected sections of the document, active, positive sentence construction is employed.</i>				
9. What modes (declarative, grammatical question, imperative) are used?	declarative	declarative	declarative	Declarative and imperative	Declarative
Summary of Q9	<i>The majority of the selected sections of the document employ the declarative mode.</i>				
10. What are the markers of modalization?	None	must	should	Should, must, will, may	Should, may, will
Summary of Q10	<i>While the Abstract is free of modalization, the remaining sections contained the often repeated modal verbs: must, should, will, and may. Although this document is presented as a reference guide for developing course outlines, modals are frequently used to emphasize obligation rather than suggestion.</i>				
11. Are the pronouns <i>we</i> and <i>you</i> used, and if so, how?	No	We is used to refer to the ASCCC members who drafted the paper	No	Yes, we includes drafters of paper and reader	No
Summary of Q11	<i>During the examination of the selected sections of the document, the use of “we” was employed, not as a means of including the reader in some form of agreement but to establish the text producers, the drafters of the document as the authority thereby positioning the reader as subordinate.</i>				
12. What cohesive features are used in the text?	The repetition of “the paper” as the topic of the abstract	The repetition of “course outline of record”, “this paper”, and “this document” are used as topics for each paragraph. Transitions like “also”	The section is structured in the form of an outline with each paragraph transitioning to the next in a sequence, the repetition of topics “the paper”, “course outline”, and “section create	The section is structured in a loose sequence of planning, instructions, transitions like “also” are use as well as topic repetition—course, course outline	The section is structured using bulleted list, subheadings, summary, repetition of course and coursework as topics
Summary of Q12	<i>Upon examination of the selected sections of the document, particular cohesive features came to light. The use of repetition in reference to the document as “the paper” and course outline and curriculum maintained the focus of the document as a whole. In addition, the sections were introduced in a sequence, one that was intended to guide the reader/the COR developer from the beginning of the process to the end.</i>				

Grammar. An examination of particular grammatical features revealed agency as residing predominantly in the paper and/or absent altogether. The infrequent use of “we” along with the use of modal verbs, such as “must” and statements constructed as active,

positive, and declarative further reinforced a level of authority and agency within the paper as highlighted in Excerpt 3 from Planning the Course Outline of Record:

Central to the regulatory intent of collegial consultation is the faculty's primacy in their role of ensuring quality instruction through the development of integrated course outlines of record. To do this the outline first must be complete, that is, contain all the elements specified in Title 5 §§ 55002(a), (b) or (c): unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout, if such are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities. (ASCCC, 2008, p. 5)

To inform the discussion of Stage 1 analysis and provide a broader perspective, Table 6 was included in order to highlight the summary analysis of Data Set 2 as it pertained to textual structures.

Table 6

Stage 1 Description of Textual Structures for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 1: Description					
Textual structures:					
13. What larger-scale structures does the text have?	The Abstract is part of a larger educational policy paper	The Introduction is part of a larger educational policy paper	This section of the paper is part of the larger educational policy paper	This section of the paper is part of the larger educational policy paper	This section of the paper is part of the larger educational policy paper and Title 5 CA Ed Code
Summary of Q13	<i>All selected sections of the document are elements of a larger educational policy paper with ties to an even larger text structure—Title 5 of the California Education Code.</i>				

Textual structures. The samplings of text selected from the larger sections of Data Set 2 appeared to be elements of the educational policy document as a whole. As a reference guide drafted by members of ASCCC, this document is part of a larger collection of publications produced by the Academic Senate of California Community Colleges.

Data Set 3 Analysis

The third and final document under analysis was Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§ 66406-66410 of the California Education Code (2005), which are laws and regulations that were developed by the California State Legislature, exclusively for the regulation of textbooks in higher education.

For the purpose of the analysis, this document was referred to as Data Set 3. The following four sections a) 66406, b) 66406.5, c) 66406.7, d) 66407 were explored for evidence of smaller pieces of text related to the Stage 1 CDA questions.

To inform the discussion of Stage 1 analysis and provide a broader perspective, Table 7 was included in order to highlight the summary analysis of Data Set 3 as it pertained to vocabulary.

Table 7

Stage 1 Description of Vocabulary for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66408-66409	66410
Stage 1: Description						
Vocabulary:						
1. What classification schemes are drawn upon?	Legal statutes	Legal statutes	Legal statutes	Legal statutes	Legal statutes	Legal statutes
Summary of Q1	The classification scheme that defines all selected sections of the document is the legal statute.					
2. Are there words which are ideologically contested?	Textbook, preference, disclose, affordability, instructional materials, lawmakers	Textbook, policies, contemporary	Transparency, textbook, standard, authority, disclosure, solicit	Textbook, product,	Textbook, affordable, significant, consistency, standardized, rigorous, approval, disabilities, competitive, high-quality,	Textbook,
Summary of Q2	Throughout the selected sections of the document, the word “textbook” is juxtaposed with words, such as affordability, contemporary, standard, product, rigorous, and transparency.					
3. Is there rewording or overwording?	Yes, the use of textbook and encourage, cost	Yes, textbook	Yes, textbook, publisher, adopter, faculty	Yes, textbook, product, publisher	Yes, textbook, open-source, the council, materials	Yes, textbook
Summary of Q3	Throughout the selected sections of the document, the word “textbook” is emphasized, which is logical considering the focus of the document is Academic materials. At the same time, this also illustrates the connection between the more generalized term “academic materials” and the equating of the textbook with academic materials. It is important to note that the majority of the selected sections also emphasize cost, production, publisher, and availability.					
4. Are there markedly formal or informal words?	Formal and legalistic	Formal and legalistic	Formal and legalistic	Formal and legalistic	Formal and legalistic	Formal and legalistic
Summary of Q4	The language of all selected sections of the document is formal and legalistic in design.					
5. What metaphors are used?	Commodity or product	Commodity or product	Commodity or product	Commodity or product	Commodity or product	Commodity or product
Summary of Q5	Throughout the selected sections of the document, textbooks are referred and/or related to a product, a commodity that is bought and sold. This overarching metaphor of product relates to academic materials, which relates to curriculum.					

Vocabulary. Upon examination of key formal vocabulary present in a small sampling of texts selected from the larger four sections of Title 3: Post-Secondary Education, Chapter 6: Academic Materials, §§ 66406-66410 of the California Education Code (2005) revealed a legislative document classification scheme. There was also some use of synonymy or rewording with the words *textbook*, *publisher*, *adopter*, *product*, and *faculty* repeated in the text. While the repetition of the aforementioned words did not appear unusual considering that the overall topic of §§ 66406-66407 was academic materials used in higher education. However, the term *product* was viewed as significant

when it appeared synonymous with the term *textbook* as evidenced by the Excerpt 1 from §66407:

(b) As used in this section, the following terms have the following meanings:

(1) "Product" means each version, including, but not necessarily limited to, a version in a digital format, of a textbook, or set of textbooks, in a particular subject area, including, but not necessarily limited to, a supplemental item, whether or not the supplemental item is sold separately or together with a textbook. (CAL Educ Code, 2005)

In addition, markedly formal words were used throughout the document as evidenced by Excerpt 1 from §66406:

66406. (a) The Legislature finds and declares that the production and pricing of college textbooks deserves a high level of attention from educators and lawmakers because they impact the quality and affordability of higher education. (CAL Educ Code, 2005)

To inform the discussion of Stage 1 analysis and provide a broader perspective, Table 8 was included in order to highlight the summary analysis of Data Set 3 as it pertained to grammar.

Table 8

Stage 1 Description of Grammar for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66408-66409	66410
Stage 1: Description						
Grammar:						
6. Is agency clear?	Legislative bodies appear to have agency at times and at other times agency is absent	Legislative bodies appear to have agency at times and at other times agency is absent	Agency appears absent—an unknown agent outside the text	Agency appears absent—an unknown agent outside the text	Agency appears absent—an unknown agent outside the text directing or demanding action on the part of the California Open Education Council	Agency appears absent—an unknown agent outside the text demanding or requiring certain conditions be met in order to sell textbooks at UC, CSU, CCC, and private post-secondary educational institutions
Summary of Q6	Throughout the selected sections of the text, agency shifts between the legislative body and the absence of agency where the agent appears to be unknown yet demanding or requiring certain action to be taken or conditions to be met.					
7. Are sentences active or passive?	Combination of active and passive	Active	Combination of active and passive	Combination of active and passive	Combination of active and passive	Combination of active and passive
Summary of Q7	Both active and passive sentences are presented throughout the selected sections of text.					
8. Are sentences positive or negative?	Positive	positive	Combination of both	Positive	Positive	Combination of both
Summary of Q8	The majority of the sentences presented in the selected sections of the document are positive rather than negative.					
9. What modes (declarative, grammatical question, imperative) are used?	Declarative and imperative	Declarative	Declarative and imperative	Declarative and imperative	Declarative and imperative	declarative
Summary of Q9	Both the declarative and imperative modes are employed in the selected sections of the document.					
10. What are the markers of modalization?	shall	Shall	Shall	Shall	Shall	Shall
Summary of Q10	The use of the modal verb “shall” is repeatedly used to indicate obligation to either take action or comply. Much of the text is made up of directives.					
11. Are the pronouns we and you used, and if so, how?	No	No	No	No	No	No
Summary of Q11	The pronouns “we” and “you” were not used in the document.					
12. What cohesive features are used in the text?	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure
Summary of Q12	In following with the legal statutes classification scheme, the cohesive features employed included the consist use of enumeration, formal outline structure, and the use of the modal verb “shall.”					

Grammar. An examination of grammatical features revealed agency as residing predominantly in the paper and/or absent. The absence of “we” and “you” along with the use of modal verbs, such as “shall,” and statements constructed as active, positive, and declarative further reinforced a level of authority and agency within the paper as highlighted in Excerpt 1 from §66406.5:

66406.5. The Trustees of the California State University shall, and the Regents of the University of California are requested to, review each respective segment's student transfer policies, and to revise those policies, to ensure that faculty may

choose a textbook selected for a transfer or general education course, regardless of publication date, for as long as the textbook is available to students and the information contained in the textbook is current and reflects contemporary thinking in the discipline. (CAL Educ Code, 2005)

Textual structures. The excerpts chosen from the larger selected sections of Data Set 3 are elements of the larger textual structure of California Education Code as illustrated by Table 9, which highlights the summary analysis of Data Set 3 as it pertained to textual structures.

Table 9

Stage 1 Description of Textual Structures for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66408-66409	66410
Stage 1: Description						
Textual structures:						
13. What larger-scale structures does the text have?	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative
Summary of Q13	The selected sections of the document are smaller elements of a larger body of legislative statutes under Title 3 of the California Education Code.					

Summary of Stage 1 Analysis

The description stage of CDA, also known as the text analysis stage, involved analyzing smaller, representative pieces of text from the larger sections of each data set chosen for analysis. What follows is a summary of Stage 1 results by CDA question:

1. What classification schemes are drawn upon?

During the examination of the selected sections of Data Set 1, several classifications schemes emerged. The front and back outside covers shifted between advertisement and step-by-step, skills-based reading instruction. The messages and annotation notes to the instructor appeared to align with instructor's manuals, how-to

guides, and test bank answer keys. The Introduction section, directed towards students, combined a study skills classification scheme with basic testing features, such as fill-in-the-blank and short-answer question types. 50% of the reading selections focused on topics of resiliency—overcoming tragedies, such as jail, death, drug abuse, and bullying, constructing a self-help/personal growth classification scheme.

As a whole, the textbook appeared to utilize two overarching classification schemes: a) skills-based performance via a skills-based approach to reading instruction and b) self-help/personal growth.

Upon examination of the selected sections of Data Set 2, it became clear that both the language and style constructed a classification scheme representative of a more formal, academic research paper combined with a legal policy document.

The classification scheme that represented Data Set 3 was the legal document.

2. Are there words which are ideologically contested?

What was ideologically significant throughout the text of Data Set 1 was the use of language indicative of fundamental skills ideology (*basic, basic skills, step-by-step, mastery*) combined with language indicative of a business success ideology: *best-selling, benefit, profit, power, reward, compliance, correct, effective, advantage*.

Throughout the selected sections of Data Set 2, the juxtaposition of key words, such as *central role* and *internal and external influences*, *defined legal standing* and *quality control*, *neophyte* and *experienced*, and *holistic* and *regulatory*, appeared to create an ideological push and pull between the creative development of curriculum and regulatory power.

Throughout the selected sections of Data Set 3, the word *textbook* was juxtaposed and, at times defined in relation to, words, such as *affordability*, *contemporary*, *standard*, *product*, *rigorous*, and *transparency*.

3. Is there rewording or overwording?

In Data Set 1, the use of rewording and/or overwording (*step-by-step*, *skills*, *basic skills*, *easy-to-follow*, *practice*, *mastery*, *support*, *easy*, *helpful*, and *basic*) in the majority of the sections illustrated a preoccupation with reading as a step-by-step, basic process. However, the Table of Contents and reading selections did not appear to employ this device.

In Data Set 2, the following key vocabulary appeared to be clustered together and repeated throughout the sections as a whole: *curriculum*, *central*, and *core* and *standards*, *control*, and *regulation* or *regulatory*.

Throughout the selected sections of Data Set 3, the word *textbook* was emphasized, which appeared logical considering the focus of the document was related to academic materials in higher education. At the same time, this also illustrated the connection between the more generalized term *academic materials* and the equating of the textbook with academic materials. It is important to note that the majority of the selected sections also emphasized the words *cost*, *production*, *publisher*, and *availability*.

4. Are there markedly formal or informal words?

The majority of the sections in Data Set 1 were written in a purposeful informal style, including idioms, contractions, and language at a fundamental level, as reflected in the use of the words *become better*, *improve*, *explain*, and *made*.

The language used throughout each selected section of Data Set 2 was formal, relating to the academic/legal policy classification schemes. The language of all selected sections of Data Set 3 was formal and legalistic in design.

5. What metaphors are used?

In Data Set 1, a metaphor related to *power* surfaced in a sampling of texts from the Introduction, 2: Reading for Pleasure and Power. The author equated becoming a better reader with becoming powerful and offered three types of potential power: a) language power, b) job power, and c) human power.

During the examination of selected sections of Data Set 2, metaphors did not appear to be used with the exception of “fleshed out” used in the Planning the Course Outline of Record section. Even then, this was an isolated use of metaphor that did not continue in the text.

Throughout the selected sections of Data Set 3, textbooks were referred and/or related to as a *product*, a commodity that was produced, bought, and sold.

6. Is agency clear?

Throughout the examination of selected sections of Data Set 1, agency appeared to shift between the textbook, the text producer, and the instructor. It also appeared that the student was repeatedly placed in a subordinate role, taking direction alternately from the text, text producer, and instructor. Moreover, the instructor, at times, was also put in a subordinate role—subordinate to the textbook and to the text producer.

During the examination of the selected sections of Data Set 2, agency shifted between the text also called *the paper* and the text producers.

Throughout the selected sections of Data Set 3, agency shifted between the legislative body and the absence of agency where the agent appeared to be unknown yet demanded, required, or suggested certain action to be taken or conditions to be met.

7. Are sentences active or passive?

During the examination of the selected sections of Data Set 1, sentences appeared to shift between agentless and passive sentences, as in the case of the outside covers and Table of Contents, and predominantly active sentences in the sections addressed to instructors and students.

Throughout the selected sections of Data Set 2, active sentence construction was employed. Both active and passive sentences were presented throughout the selected sections of Data Set 3.

8. Are sentences positive or negative?

The majority of selected sections examined in Data Set 1 contained positive sentences. However, when sentences referred to students' behavior and actions and when sentences were addressing students directly, negation was frequently employed.

Throughout the selected sections of Data Set 2, active, positive sentence construction was employed. The majority of the sentences presented in the selected sections of Data Set 3 were positive rather than negative.

9. What modes (declarative, grammatical question, imperative) are used?

The majority of selected sections examined in Data Set 1 shifted between declarative and imperative modes, alternately positioning the textbook and/or text producer as giver of information and instructor and/or student as receiver. In addition,

declaratives and imperatives were used to direct the instructor to convey her own declaratives toward students; thus recreating the giver/receiver relationship.

The majority of the selected sections of Data Set 2 employed the declarative mode. Both the declarative and imperative modes were utilized in the selected sections of Data Set 3.

10. What are the markers of modalization?

During the examination of the selected sections of Data Set 1, the use of modal verbs (*you should, you must, you will, may be*) only appeared in the Introduction to the Instructor, Preface—To the Instruction. annotation notes addressed to the instructor and the Introduction addressed to the student.

While modal verbs were absent from the Abstract in Data Set 2, the remaining sections contained the often repeated modal verbs: *must, should, will, and may*. Although this document was presented as a reference guide for developing course outlines, modals were frequently used to emphasize obligation rather than suggestion, especially in instances when issues of standards, compliance, and regulation were present in the text.

In Data Set 3, the use of the modal verb *shall* was repeatedly used to indicate obligation to either take action or comply. Much of the text was made up of directives.

11. Are the pronouns we and you used, and if so, how?

During the examination of the selected sections of Data Set 1, the use of *we* and *you* only appeared in the messages and annotation notes addressed to the instructor and the Introduction (messages) addressed to the student. *You* was often accompanied by the modal verbs *should, will, and may* when directed towards both instructor and student. The

collective *we* was used when addressing the instructor to create a perceived sense of agreement with the text producer.

During the examination of the selected sections of Data Set 2, the use of *we* was employed, not as a means of including the reader in some form of agreement but to establish the text producers, the drafters of the document as the authority thereby positioning the reader as subordinate. On the other hand, the pronouns *we* and *you* were not used in Data Set 3.

12. What cohesive features are used in the text?

Repeated key words and repeated use of enumeration and bulleted lists were cohesive features used throughout the selected sections of Data Set 1. Although an analysis of each chapter in detail was not performed, a review of the structural layout of each chapter revealed, once again, the use of repetition. In this case, each chapter contained the same structural elements: explanations and examples of concepts, review tests, reading selection, and mastery tests. The layout of the textbook created overall cohesion, the type of repeated, controlled format that the reader would come to expect not only in this textbook but in other subsequent textbooks as well.

Upon examination of the selected sections of Data Set 2, particular cohesive features came to light. The use of repetition in reference to the document as *the paper*, as well as the repetition of *course outline* and *curriculum* maintained the focus of the document as a whole. In addition, the sections were introduced in a sequence, one that was intended to guide the reader and/or COR developer from the beginning of the process to the end.

In following with the legal statutes classification scheme, the cohesive features employed in Data Set 3 included the consistent use of enumeration, formal outline structure, and the modal verb *shall*.

13. What larger-scale structures does the text have?

Collectively, the selected sections examined in Data Set 1 were seen as part of a larger structure—the college textbook (the front and back covers along with the Table of Contents supports the larger “textbook” structure). However, when examining certain individual sections of the textbook, other larger structures emerged. The messages and annotation notes addressed to the instructor appeared to be related more to an instructor’s guide or manual complete with answer keys and testing material. The Introduction, which was addressed to the student, appeared to be related to study skills, personal growth, and even self-help—concepts often presented in a 1st year experience or learning skills course.

All selected sections of Data Set 2 were seen as elements of the larger educational policy paper with ties to an even larger textual structure—Title 5 of California Education Code. Similarly, the selected sections of Data Set 3 were seen as smaller elements of the larger body of legislative statutes under Title 3 of California Education Code.

Conclusion

In sum, the descriptive stage of the CDA process provided insight into how the vocabulary, grammar, and textual structure features in texts: a) promote particular ideologies and assumptions about literacy, reading instruction, and curriculum, b) position text producers and readers, and c) construct the roles of instructor, student, institution, and society.

Chapter 5 highlights the remaining stages in the CDA process. The second stage of analysis examined the relationship between text and interaction or discourse practice. The third and final stage of CDA examined the relationship between interaction and social context or social practice. In addition, tables containing predetermined sections of each data set along sets of CDA questions for stages 2 and 3 of the analysis have been provided in the following chapter. A review of the results in relation to the research questions and suggestions for further research are also included in the next chapter.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Overview of the Study

The purpose of this research study was to investigate the following research questions:

1. How can the application of critical discourse analysis to developmental reading textbooks and related educational policy texts benefit educators and students?
2. How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students?
3. Is there a relationship between developmental reading textbooks and educational policy?

By critically examining the discourse of a commonly used college developmental reading textbook along with two related educational policy documents, sections of California Education Code related to textbooks and the Academic Senate for California Community Colleges' 2008 policy document *The Course Outline of Record: A Curriculum Reference Guide*, I was able to provide insight into the relationship between curriculum, language construction, and educational policy, by showing that the discourse of developmental reading textbook and educational policy texts constructs implicit assumptions about literacy, textbooks, college reading instruction, and the role of the instructor and student in higher education.

Stages 2 and 3 of the CDA analysis are highlighted in this chapter along with the CDA questions applied in each stage of the process. Several tables of CDA data have

been provided in support of each stage of analysis. A discussion of the results in relation to the research questions and suggestions for further research are also included.

Stage 2: Analysis of Discourse Practice

The interpretation stage of Fairclough's (2001) CDA process focused on an analysis of discourse practice by interpreting context, discourse types, difference, and change. The first five questions pertained to situational and intertextual context. Questions 6 and 7 related to discourse types, and questions 8 and 9 were concerned with difference and change:

1. What (activity, topic, purpose) is going on?
2. Who (subjects) is involved?
3. What relationships (subject positions) are set up and enacted in the situation?
4. What network of texts are participants drawing upon?
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?
6. What discourse types are drawn upon in the text?
7. Is there a significant mixing of discourses?
8. Are answers to questions 6 and 7 different for different participants?
9. Do they change during the course of the interaction?

(p. 134-135).

Data Set 1 Analysis

As the analysis moved from the description stage to the interpretation stage, a relationship between discourse types, historical networks of texts, and commonly held assumptions appeared to emerge as evidenced by Excerpt 1:

Now in its Sixth Edition, *Ten Steps to Improving College Reading Skills* continues to do what has made it the best-selling book on the college reading market: clearly explain and teach, in a step-by-step way, the ten skills most needed for logical thinking and effective reading comprehension. The skills taught are exactly the skills that students need to become better readers and to improve their scores on standardized tests. (Langan, 2014, back cover)

This developmental reading textbook is part of a series of college reading textbooks and the historical contexts of college textbook publishing and the college reading market. The language in the excerpt above constructed a discourse of skills-based, developmental reading instruction. In other words, the author's word choices, such as *step-by-step*, and the frequent use of *skills* contributed to a basic skills and/or fundamental discourse.

Moreover, according to Fairclough (2001), text producers make assumptions based on anticipated interpretation by participants accessing the textbook—teachers and students. Embedded within the discourse were assumptions that appeared to reinforce this discourse type. One assumption was that a step-by-step approach to reading instruction is effective. Another assumption made was the notion that there are ten discrete skills that students need in order to become better readers. A third assumption was that there is a causal relationship between those ten discrete skills mentioned and standardized test performance. Careful examination of the text producer's intentional use of language connoting basic and/or fundamental skills in Excerpt 1 supported the aforementioned assumptions.

Table 10 was included in order to highlight questions 1-5 as they pertained to the analysis of situational and intertextual context.

Table 10

Stage 2 Interpretation of Situational and Intertextual Context for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student		Annotation for Instructors
Stage 2: Interpretation						
Context: Situational & Intertextual						
1. What is going on? (activity, topic, purpose)	Persuasive description of best-selling reading textbook highlighting features that make it a standout for the purpose of selling the text to reading instructors	Table of contents outlines reading concepts considered most important and appropriate by the author, layout in parts, similar to steps metaphor for the purpose of providing a clear sequence	Message to the instructor (inside cover) is a list of suggestions for teaching reading and using the textbook provided by the author. The author believes that the implementation of these suggestions will create an active learning process in the classroom. Preface to the instructor introduces the author's own assumptions and beliefs about entering college students and also presents the author's pedagogical stance—a skills-based approach to reading instruction	Message to the student is a 3-part introduction. Part 1 focuses on defining a good reader versus a bad reader, how the book is organized structured as a cloze assessment, helpful features and how to use it. Part 2 frames the act of reading in terms of pleasure and power and includes the author's personal narrative, a list of directives to make reading part of life, and section review questions. Part 3 presents several study tips followed by a brief quiz covering the information in the section		Annotation is a combination of instructions/guidance from the author to the teacher and a detailed answer key with feedback for all questions and possible answers.
Summary of Q1	<i>The text producer employs the use of marketing and advertising on the front and back cover to align skills-based reading instruction with "best-selling" and "effective reading comprehension" for the purpose of promoting his pedagogy and ideological stance. The author's assumptions and beliefs about entering college students, developmental reading instructors, reading instruction, and assessment are expressed in the "To the Instructor" sections, which are addressed to the instructor; the "Introduction" sections of the text, which are addressed to the student; the annotation notes addressed to the instructor, and the collective topics of the reading selections in the textbook.</i>					
2. Who (subjects) is involved?	Instructor, student, and reading textbook	Instructor, student, and reading textbook	Messages to the instructor are between the author and the instructor	The author is speaking and presenting information to the student		Author, instructor, student, textbook
Summary of Q2	<i>Throughout the sections examined, the subjects or participants involved were the text producer (author) and textbook, the instructor, and the student.</i>					
3. What relationships (subject positions) are set up and enacted in the situation?	The textbook is positioned as the authority containing the most needed reading skills. The teacher is positioned as the expert authority in relation to students but the textbook, itself, holds the knowledge	The textbook is positioned as the authority containing the most needed reading skills. The teacher is positioned as the expert authority in relation to students but the textbook, itself, holds the knowledge	The author of the textbook is placed in the role of expert and authority with the instructor in a subordinate/student role. The author sets up this relationship via the presentation of his suggestions and guidance directed towards the instructor—a "how to" section	The author of the textbook is positioned as the authority, expert, and teacher with the student as a subordinate. The author sets up this relationship through the introduction. The book is also set up as an authority and teacher.		Textbooks are positioned as the authority containing both correct and incorrect answers, definitive answers. The teacher is also positioned as an authority in relation to the student. However, the author is instructing the teacher—making suggestions indicated an expert authority position in relation to the teacher
Summary of Q3	<i>Throughout the selected sections of the textbook, the authority position predominantly shifted between the text producer and the textbook with the instructor and student in subordinate positions.</i>					
4. What network of texts are participants drawing upon?	This text is part of the historical networks of developmental education, literacy education, and reading instruction	This text is part of the historical networks of developmental education, literacy education, and reading instruction. The table of contents is also part of other textbook structures	This text is part of the historical networks of instructor's manuals, handbooks, and guidebooks, and skills-based reading instruction, and textbook features in general	This text is part of the historical networks of textbook introductions, student guidebooks and handbooks, class syllabi, and skills-based, developmental reading instruction		This text is part of the historical networks of answer keys, instructor's guides, and other annotated teacher's edition textbooks
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?	Assumptions: college reading instruction is most effective using a step-by-step approach there are ten skills that lead to critical thinking and effective reading comprehension and better standardized test scores online instructional support is effective and valued	Assumptions: There is a particular sequence or hierarchy of reading concepts College reading instruction is something to be mastered Tests demonstrate reading mastery College reading instruction follows a specific sequence Students need to become better readers and thinkers Reading has connections to power	Assumptions: Skills-based reading instruction is the most effective way to teach to college students reading and critical thinking are skills there are ten widely recognized reading concepts essential to basic and advanced comprehension reading should be taught in a step-by-step approach reading concepts exist in a specific hierarchy or logical sequence many entering college students lack the reading and thinking skills necessary to complete coursework all students respond positively to high expectations all students respond positively to competition and peer pressure illiteracy construct	Assumptions: TV and video watching and reading have a negative relationship and appear to be mutually exclusive Skills-based reading instruction is the most effective way to teach to college students reading and critical thinking are skills there are ten widely recognized reading concepts essential to basic and advanced comprehension reading should be taught in a step-by-step approach reading concepts exist in a specific hierarchy or logical sequence many entering college students lack the reading and thinking skills necessary to complete coursework all students respond positively to high expectations		Assumptions: interpretations of reading selections are either correct or incorrect answers reside in the text multiple choice assessment is an effective reading assessment tool there are definitive correct and incorrect answers the textbook answers are infallible the teacher is the authority college reading instruction is taught through the use of a textbook reading should be taught in a step-by-step approach

Further examination of the context of the textbook cover in terms of activity (schema), topic (frame), and purpose, brought to light the dominant schema of advertising and promotion. The advertising and promotion of the textbook on the topic of college reading was supported by the phrase, “the best-selling book on the college reading market.” Also set within the context of marketing and promotion, the last sentence was an appeal to the instructor, as potential adopter, on the basis of benefits or value. While publishing houses often have separate marketing and advertising divisions for the purpose of promoting materials, it is important to note that the author of *Ten Steps to Improving College Reading Skills*, John Langan, is also the founder and president of the publishing house responsible for producing this textbook.

Exploration of the context in relation to the table of contents and layout, messages addressed to the instructor in the To the Instructor parts of the textbook, messages addressed to the student in the Introduction parts of the textbook, and the annotated notes To the Instructor revealed another schema or activity—instruction, developmental reading instruction in particular. For example, the table of contents represented what the author considered an essential list of reading concepts arranged in what was deemed an appropriate order of presentation. The excerpt from page vii of the Preface To the Instructor (Langan, 2014) below supported the layout of the table of contents:

The purpose of *Ten Steps to Improving College Reading Skills*, Sixth Edition, is to develop effective reading and clear thinking. To do so, Part One presents a sequence of ten reading skills that are widely recognized as essential for basic and advanced comprehension. The first six skills concern the more literal levels of comprehension.

- Understanding vocabulary in context
- Recognizing main ideas
- Identifying supporting details
- Recognizing implied main ideas
- Understanding relationships that involve addition and time
- Understanding relationships that involve examples, comparison and/or contrast, and cause and effect

The remaining skills cover the more advanced, critical levels of comprehension:

- Making inferences
- Identifying an author's purpose and tone
- Evaluating arguments
- Separating fact from opinion, detecting propaganda, and recognizing errors in reasoning

The schema or activity of instruction was further illustrated within the context of the messages to the instructor, annotation notes to the instructor, and the messages to the student embedded in the Introduction. The nested configuration of instruction— instructions directed towards the instructor and instructions directed toward the instructor to impart on the student, and instructions from the author directed toward the student— contribute to shifts in agency and subject positioning.

To inform the discussion of Stage 2 analysis related to questions 6 and 7, Table 11 was provided in order to highlight the analysis of Data Set 1 as it pertained to the discourse types being drawn upon by participants.

Table 11

Stage 2 Interpretation of Discourse Types for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student	Annotation for Instructors
Stage 2: Interpretation					
Discourse types:					
6. What discourse types are drawn upon in the text?	Developmental education college reading instruction academic discourse advertising discourse textbook publishing	Table of contents academic textbook developmental education college reading instruction	Preface or Introduction instructor's manual, guidebook, handbook developmental education academic textbook college reading instruction literacy-illiteracy construct	Academic textbook introduction student guidebook, handbook skills-based reading instruction developmental education	Textbook answer keys Skills-based reading instruction Standardized tests Developmental education Instructor's manuals
7. Is there a significant mixing of discourses?	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse

The following text was one of several teaching suggestions that the author directed toward the instructor to impose on students. In this instance, the author was positioned as the authority instructing the instructor, who was placed in a subordinate role, on appropriate teaching practices. The instructor, in turn, shifted to the role of authority when she or he imposed the newly adopted instructions from the author onto students. Excerpt 5 from *To the Instructor* is an example of the shifting of roles and positioning of authority. In essence, the instructor is being instructed in the ways of teaching the class and interacting with students. The text producer even goes so far as to direct the instructors words as illustrated in the last sentence of Excerpt 5.

When you get to a practice in a chapter, give students a couple of minutes to do the practice. When a majority of the class has finished the practice, call on someone to read the first question and answer it. If the answer is right, say “Good job,” and call on someone else to read the next question. (Langan, 2014, inside front cover)

Excerpt 10 from the Introduction, 1: How to Become a Better Reader and Thinker was an example of caution or warning as much as an instruction given by the author to the student. In this instance, the author was speaking from a position of authority with the student placed in a subordinate role. The student was being chastised for action that may or may not have happened. “For your own sake, don’t just copy in the answers without trying to do the practices! The only way to learn a skill is to practice it first and then use the answer key to give yourself feedback” (Langan, 2014, p. 9).

In each of the examples above, the author and/or textbook appeared to be positioned in dominant, authoritative roles while the instructor shifted between authority and subordinate. The instructor was either told what to do and how to do it and/or what to say and how to interact with students. The student, on the other hand, appeared to reside consistently in a subordinate role in relation to the author, instructor, and textbook. In addition, it appeared that the text producer (author) viewed students, in general, as dishonest and lazy as illustrated by the first sentence of Excerpt 10. It is important to not, however, that interpretations may shift between empowerment and disempowerment depending on the instructor’s and/or student’s interpretation of the discourse presented.

To inform the discussion of Stage 2 analysis as it related to questions 8 and 9, Table 12 was provided in order to highlight the analysis of Data Set 1 as it pertained to difference and change.

Table 12

Stage 2 Interpretation of Difference and Change for Data Set 1

Parts of Text Selected for Analysis	<i>Front and Back Cover</i>	<i>Table of Contents and Layout</i>	<i>Message/Preface to Instructor</i>	<i>Message to Student</i>	<i>Annotation for Instructors</i>
Stage 2: Interpretation					
Difference and change:					
8. Are answers to questions 6 and 7 different for different participants?	Yes. Instructors and students may or may not recognize multiple discourses	Yes. Instructors and students may or may not recognize multiple discourses	Yes. Instructors may or may not recognize multiple discourses	Yes. Students and instructors may or may not recognize multiple discourses	Yes. Students and instructors may or may not recognize multiple discourses
9. Do they change during the course of the interaction?	Yes.	Yes.	Yes.	Yes.	Yes.

Data Set 2 Analysis

Interpretation of Data Set 2 provided insight into the situational and intertextual context of the educational policy text. This paper referenced and referred to California community college faculty and administrators, the Chancellor's Office, the Accrediting Commission for Community and Junior Colleges (ACCJC), members of the ASCCC responsible for producing the text, and Title 5 §55002 of California Education Code.

To provide additional support for the discussion of Stage 2 analysis as it related to questions 1-5, Table 13 was included as a way to highlight the analysis of Data Set 2 as it pertained specifically to situational and intertextual context.

Table 13

Stage 2 Interpretation of Situational and Intertextual Context for Data Set 2

Parts of Text Selected for Analysis	Abstract	Introduction	How to Use this paper	Planning the Course Outline of Record (COR)	Required Texts and other instructional materials
Stage 2: Interpretation					
Context: <i>Situational & Intertextual</i>					
1. What is going on? (activity, topic, purpose)	The text is a summary of an educational policy paper drafted by the ASCCC, the topic is California community college curriculum-course outline of record for the purpose of providing a framework or guidelines for CCCS faculty	The Introduction defines and outlines what a course outline of record is, its role in relation to curriculum, community college governing bodies, faculty, and the Academic Senate	This section of the paper briefly outlines each section of the entire document, explaining who the paper is intended for (curriculum developers) and how to use each section of the overall document	This section of the paper outlines consideration and guidelines for planning and writing a course outline of record for faculty in need of specific guidance in the process	This section defines what constitutes effective course materials including textbooks
2. Who (subjects) is involved?	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, UC, CSU, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, UC, CSU, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, CA Ed code Title 5, students
3. What relationships (subject positions) are set up and enacted in the situation?	The Abstract sets up "the paper" as the authority with faculty as receivers and compliant	The Introduction sets up "the paper" and the ASCCC as the authorities with faculty as receivers and compliant	This section sets up "the paper" and the ASCCC as the authorities with faculty as receivers and compliant	This section is written as an authority presenting guidance, instruction to faculty and staff members in need of COR guidelines	This section sets up the course itself as an authority with agency dictating what faculty must do in order to comply with guidelines and regulatory requirements, educational policies already in place
4. What network of texts are participants drawing upon?	Academic abstracts, educational policy, curriculum guides, CORs, CA Ed Code Title 5, previous Academic Senate papers	Academic abstracts, educational policy, curriculum guides, CORs, CA Ed Code Title 5, previous Academic Senate papers	Academic and educational policy papers, CORs, CA Code Title 5, previous Academic Senate papers	Academic and educational policy papers, CORs, CA Code Title 5, previous Academic Senate papers	Academic and educational policy papers, CORs, CA Code Title 5, other Academic Senate publications related to community college curriculum, California articulation policies and procedures
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?	Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority	Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority	Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority There is a need for a guide of this type	There is a need for a guide of this type Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority	Learning constitutes skills Primary texts embodies fundamental theories and practices of a subject area Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority Effective practices include the use of textbooks Reading is a skill Developmental students are slow readers

The topic of the document, the course outline of record, was defined and positioned as an authority in connection with curriculum of the California Community Colleges System as evidenced by the Excerpt 1 from the Introduction:

The course outline has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing and plays a central role in the curriculum of the California community colleges. The course outline has both internal and external influences. (ASCCC, 2008, p. 2)

Throughout Excerpt 1, *course outline* is placed in the subject position, as agent. In addition, the course outline is, through carefully chosen words, described as an entity in its own right with the ability to evolve over time and play an important role in California higher education.

As a result, faculty members either involved in or contemplating involvement in the creation of a course were positioned as subordinate receivers of guidance, direction, or instruction by the text and its producers, in this case, the ASCCC members responsible for drafting the document.

The historical context of Data Set 2 was seen as part of an extensive network of academic and educational policy texts. Reference to previous ASCCC publications, Title 5 §55002 of California Education Code, past and present course outlines of record, and policies set by curriculum and articulation committees were illustrated by two excerpts.

Excerpt 8 from Planning the Course Outline of Record was the first example of the extensive network of texts. “While all course outline development must comply with Title 5 §55002 (see Appendix 2), almost every college has developed a template for the course outline that includes all of the required elements as well as many local elements” (ASCCC, 2008, p. 7).

The second example of the extensive network of texts was illustrated in Excerpt 9 from Planning the Course Outline of Record through the inclusion of specific examples of “Useful documents,” detailed below:

Useful documents to have at hand are: the college catalog, some recently approved course outlines to serve as examples, any supplemental addenda/forms dictated by the instructional modality, the discipline or external regulators, and any special district policies that may apply. Often local curriculum committees have created their own curriculum development handbooks which contain much of this information. (ASCCC, 2008, p. 7)

The discourse types being drawn upon were predominantly a mix of academic and research reports, educational policy papers, curriculum, California Education Code, and skills-based reading instruction. It is important to note that participant (whether faculty, administration, or staff) interaction with this mix of discourse types could vary depending on the participant’s relationships with the discourses of curriculum, the Academic Senate, as well as, local and institutional educational policies.

To further inform the discussion of Stage 2 analysis as it related to questions 6 and 7, Table 14 was included in order to highlight the analysis of Data Set 2 as it pertained to discourse types.

Table 14

Stage 2 Interpretation of Discourse Types for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 2: Interpretation					
Discourse types:					
6. What discourse types are drawn upon in the text?	Academic abstract Educational policy CCCC ASCCC	Academic reports, papers Educational policy CCCC ASCCC	Academic reports, papers Educational policy CCCC ASCCC	Academic reports, papers Educational policy CCCC ASCCC Curriculum planning guidelines	Academic reports, papers Educational policy CCCC ASCCC Curriculum planning guidelines CA Ed Code Skills-based reading
7. Is there a significant mixing of discourses?	Yes	Yes	Yes	Yes.	Yes.

Moreover, the level to which participants shared the beliefs that the course outline of record plays a central role in curriculum, a regulatory process for curriculum should exist, and that the textbook is central to the articulation of a course, would also shape their interaction with the discourses.

To provide additional support for the discussion of Stage 2 analysis as it related to questions 8 and 9, Table 15 was included in order to highlight the analysis of Data Set 2 as it pertained to difference and change.

Table 15

Stage 2 Interpretation of Difference and Change for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 2: Interpretation					
Difference and change:					
8. Are answers to questions 6 and 7 different for different participants?	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse
9. Do they change during the course of the interaction?	Yes	Yes	Yes	Yes	Yes

Data Set 3 Analysis

Interpretation of Data Set 3 provided insight into the situational and intertextual context of the educational policy document. The predominant topic that emerged during

analysis of each section was textbook affordability as evidenced by Excerpt 1 from §66406:

66406. (a) The Legislature finds and declares that the production and pricing of college textbooks deserves a high level of attention from educators and lawmakers because they impact the quality and affordability of higher education. (CAL Educ Code, 2005)

The inclusion of words, such as *production*, *pricing*, and *affordability* work together to emphasize the relationship between textbooks, quality of education, and cost in higher education.

With regard to the positioning of participants, the California Legislature was positioned as the authorial voice or agent, dictating actions to textbook publishers, California State University, University of California, and California Community College Systems, faculty, students, and campus bookstore personnel. In addition, the text constructed a hierarchal relationship in which any participants not a part of the California Legislature were subordinate to it as illustrated by Excerpt 1 from §66406:

(b) The State of California urges textbook publishers to do all of the following:

(1) "Unbundle" the instructional materials to give students the option of buying textbooks, CD-ROMs, and workbooks "à la carte" or without additional materials.

(2) Provide all of the following information to faculty and departments when they are considering what textbooks to order, and post both of the following types of information on publishers. (CAL Educ Code, 2005)

The first sentence of Excerpt 1 encapsulates the directives that were given to textbook publishers by the State of California via the words “urges textbook publishers to do all of the following” (CAL Educ Code, 2005).

Another example of hierarchy was illustrated in Excerpt 2 from §66406. In this case, several governing bodies within California higher education were “requested” by the State of California to achieve particular outcomes:

(c) The Trustees of the California State University and the Board of Governors of the California Community Colleges shall, and the Regents of the University of California are requested to, accomplish all of the following:

(1) Work with the academic senates of each respective segment to do all of the following:

(A) Encourage faculty to give consideration to the least costly practices in assigning textbooks, varying by discipline, such as adopting the least expensive edition when the educational content is equal, and using a selected textbook as long as it is educationally sound, as determined by the appropriate faculty.

(B) Encourage faculty to disclose both of the following to students:

(i) How new editions of textbooks are different from the previous editions.

(ii) The cost to students for textbooks selected for use in each course. (CAL Educ Code, 2005, p. 2)

To further inform the discussion of Stage 2 analysis as it related to questions 1-5,

Table 16 was included in order to highlight the analysis of Data Set 3 as it pertained to situational and intertextual context.

Table 16

Stage 2 Interpretation of Situational and Intertextual Context for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 2: Interpretation						
Context: Situational & Intertextual						
1. What is going on? (activity, topic, purpose)	-Declaration by the California Legislature that production and pricing of college textbooks warrants scrutiny due to impact on the quality and affordability of higher education -State of California urges textbook publishers to take five actions related to textbook adoption, accessibility, and affordability -Legislature requests several actions pertaining to textbook affordability-controlling costs -Legislature encourages private institutions to do the same	Trustees of CSU and Regents of UC are asked to review policies related to the selection of textbooks by faculty for the purpose of allowing faculty the latitude of publication dates as long as textbook is accessible and current in discipline content.	This section outlines the College Textbook Transparency Act definitions of terms rules and considerations for textbook adopters (faculty) rules for publishers providing transparency related to textbook content changes, cost changes, copyright information, instructor's editions rules for campus bookstores that pertain to the selling or trading of teacher's editions and self-published textbooks	This section outlines rules for publishers regarding products provided including available formats	-This section outlines the establishment of the California Open Education Resources Council and what it is tasked with accomplishing in relation to open source textbooks and materials affordability, accessibility, and content quality -Also tasked with focusing only on lower division courses that with high enrollment	This section presents a rule, demand with deadline that any parties that publish textbooks shall make textbooks available in electronic format.
2. Who (subjects) is involved?	California Legislature, Trustees of CSU, Regents of UC, Governors of CCC, faculty, textbook publishers, and students	Trustees of CSU, Regents of UC, and faculty	Legislature, faculty, textbook publishers, students	Legislature, textbook publishers	California Open Education Resources Council, Intersegmental Committee of the Academic Senates of UC, CSU, and CCC systems, students, Legislature, Governor, faculty,	Textbook publishers, UC, CSU, CCC systems
3. What relationships (subject positions) are set up and enacted in the situation?	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers, the CSU, UC, and CCC systems, faculty, and students	This section sets up the California Legislature as the authority dictating actions on the part of the CSU, UC, systems, faculty,	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers, faculty, campus bookstores	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers, faculty	This section sets up the California Legislature as the authority dictating actions on behalf of the California Open Education Resources Council, Intersegmental Committee of the Academic Senates of UC, CSU, and CCC	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers selling textbooks in the UC, CSU, and CCC systems
4. What network of texts are participants drawing upon?	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials Section 508 of federal rehabilitation accessibility act of 1973	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?	Textbooks are a necessary part of college instruction Production and pricing of textbooks deserves attention California Legislature has ability to influence textbook production, adoption, distribution, and access within public higher education systems Access and cost of textbooks is problematic	Textbooks are a necessary part of college instruction California Legislature has ability to influence textbook decisions made in UC and CSU systems	Textbooks are a necessary part of college instruction Adopters will consider cost as part of textbook selection California Legislature has ability to influence textbook production, adoption, distribution, and access within public higher education systems Campus bookstore will comply Publishers will comply	Textbooks are a necessary part of college instruction Publishers will comply California Legislature has ability to influence textbook production, adoption, distribution, and access within public higher education systems	Textbooks are a necessary part of college instruction Digital resources are effective and will control textbook costs Open source textbooks are lower in cost, more flexible, and dynamic than traditional textbooks	Textbooks are a necessary part of college instruction Electronic format textbooks are necessary Publishers will comply

The historical context of Data Set 3 was seen as part of a network of past and present California Legislation related to higher education, whereas the discourse types being drawn upon were predominantly a mix of legal statutes and California Education Code. Participant (whether faculty, administration, or staff) interaction with this mix of discourse types could vary depending on the participant's relationships with the discourses of legislative materials and California Education Code.

To provide additional support for the discussion of Stage 2 analysis as it related to questions 6 and 7, Table 17 was included in order to highlight the analysis of Data Set 3 as it pertained to the discourse types being drawn upon and the mixing of discourses.

Table 17

Stage 2 Interpretation of Discourse Types for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 2: Interpretation						
Discourse types:						
6. What discourse types are drawn upon in the text?	Legal statutes Educational policy ASCCC UC, CSU, & CCC	Legal statutes Educational policy ASCCC UC, CSU, & CCC	Legal statutes Educational policy ASCCC UC, CSU, & CCC	Legal statutes Educational policy ASCCC UC, CSU, & CCC	Legal statutes Educational policy ASCCC UC, CSU, & CCC	Legal statutes Educational policy ASCCC UC, CSU, & CCC
7. Is there a significant mixing of discourses?	Yes	Yes	Yes	Yes	Yes	Yes

Furthermore, the level to which participants shared the beliefs that textbooks are a necessary part of college instruction, the California Legislature has the ability to influence textbook adoption in the California Community College, California State University, and University of California Systems, and that these same systems would comply with legislative directives, would also shape their interaction with the discourses.

To inform the discussion of Stage 2 analysis as it related to questions 8 and 9, Table 18 was included in order to highlight the analysis of Data Set 3 as it pertained to difference and change in relation to participants.

Table 18

Stage 2 Interpretation of Difference and Change for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 2: Interpretation						
Difference and change:						
8. Are answers to questions 6 and 7 different for different participants?	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may alter one's relationship to discourse
9. Do they change during the course of the interaction?	Yes	Yes	Yes	Yes	Yes	Yes

Summary of Stage 2 Analysis

The interpretation stage of CDA, also known as the discourse practice analysis stage focused on the relationship between discourse types, historical networks of texts, and commonly held assumptions.

This stage of analysis brought to light several important points related to all three data sets. First, the discourse types appeared to take on a “naturalized” form of character. According to Fairclough (2001), “A discourse type can come to be seen as natural and legitimate because it is simply the way of conducting oneself. . . A naturalized [discourse] type tends to be perceived not as that of a particular grouping within the institution, but as simply that of the institution itself” (p. 76).

The text of *Ten Steps to Improving College Reading Skills* appeared to construct the discourse type “skills-based reading instruction,” as *the* approach to college reading instruction. In other words, a widely accepted, common sense approach.

The text of the ASCCC’s *Course Outline of Record: A Curriculum Reference Guide* appeared to combine the discourse types “curriculum,” “research paper,” and

“educational policy” into a multilayered discourse type that produced curriculum policy under the guise of “guidance.”

The text of California Education Code, §§ 66406-66407 appeared to construct a “legal code” discourse type, one which was used to naturalize the textbook as a recognized form of academic material used in higher education.

Historical networks of texts, such as college textbooks, developmental reading textbooks, educational policy, and curriculum along with assumptions about literacy, curriculum development, teaching and learning, and institutional and societal control appeared to reinforce the naturalized character of the data sets.

Stage 3: Analysis of Social Practice

The explanation stage of Fairclough’s (2001) CDA process focused on the analysis of social practice. Questions 1 through 3 were concerned with social determinants and focused on issues of power. Question 4 was concerned with ideologies embedded in the discourse. Questions 5 through 7 focused on the relationship between the positioning of discourse and power while Question 8 was concerned with the interplay between discourse, existing power, and transformation:

1. What power relations at the situational (classroom) level help shape this discourse?
2. What power relations at the institutional (local) level help shape this discourse?
3. What power relations at the societal (state/national) level help shape this discourse?
4. What elements of members’ resources (MR) which are drawn upon have an ideological character?

5. How is the discourse positioned in relation to struggles at the situational (classroom) level?
 6. How is the discourse positioned in relation to struggles at the institutional (local) level?
 7. How is the discourse positioned in relation to struggles at the societal (state/national) level?
 8. Does it contribute to sustaining existing power relations or transforming them?
- (p. 138)

After the initial third-stage analysis, a summary of the results follows. Next, a discussion of the findings in relation to the research questions is presented. Then, a section discussing the significance of the research findings follows. The last section of this chapter presents suggestions for further research.

Data Set 1 Analysis

In the final stage of CDA, Data Set 1 (the developmental reading textbook) was re-examined, this time in relation to power at the situational, institutional, and societal levels. For the purposes of this study, “situational level” was equated with the classroom, “institutional level” was equated with the college or educational institution, and “societal level” was equated with the state and/or nation.

The textbook discourse represented within the front and back covers, Table of Contents, messages directed to the instructor in To the Instructor and Preface—To the Instructor, messages directed to the student within the Introduction, annotation notes To the Instructor, and topics of the reading selections, appeared to not only reproduce

existing power structures at the situational, institutional, and societal levels but also reinforce existing power relations set up by the text producer (author).

Situational level. At the situational or classroom level, discourse was shaped by relations of power between instructors (faculty) and students, instructors and textbooks, students and textbooks, and faculty and departments. In addition, Member's Resources (MR) or assumptions about textbooks, developmental reading instruction, developmental students, and teaching and learning were also potential factors in the shaping of the discourse.

Table 19 highlights the analysis connected to question 1, which pertains to power relations that shaped discourse at the situational or classroom level.

Table 19

Stage 3 Power Relations at the Situational Level for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents Layout	Message/Preface to Instructor	Message to Student	Annotation for Instructors
Stage 3: Explanation					
Social determinants:					
1. What power relations at the situational (classroom) level help shape this discourse?	Relations of power between instructor and student, instructor and other colleagues, department	Relations of power between instructor and student, instructor and other colleagues, department	Relations of power between instructor and student, instructor and other colleagues, department	Relations of power between instructor and student, instructor and curriculum, student and textbook	Relations of power between instructor and student, instructor and curriculum, student and textbook

Through the discourse, instructor and textbook authority over the student was maintained. This relationship was illustrated by Excerpt 10 from Preface—To the Instructor, which positioned the textbook as the teacher/authority:

To summarize, *Ten Steps to Improving College Reading Skills, Sixth Edition*, teaches and reinforces ten essential reading skills. Through an appealing collection of readings and a carefully designed series of activities and tests, students receive extensive guided practice in the skills. The result is an integrated

approach to learning that will, by the end of the course, produce better readers and stronger thinkers. (Langan, 2014, p. xi)

Positioning was also illustrated by Excerpt 6 from Introduction 1, How to Become a Better Reader and Thinker, which positioned the textbook as assistant to the student.

“The book is also concerned with helping you become a stronger thinker, a person able not just to *understand* what you read but to *analyze* and *evaluate* it as well” (Langan, 2014, p. 4).

Moreover, Excerpt 1 from Preface—To the Instructor positioned the teacher on the same level as the text producer (the author) while subordinating the student as illustrated below:

We all know that many students entering college today do not have the reading skills needed to do effective work in their courses. A related problem, apparent even in class discussions, is that students often lack the skills required to think in a clear and logical way. (Langan, 2014, p. vii)

Institutional level. At the institutional level, discourse was shaped by relations of power between faculty, departments, administration, and other internal governing bodies, such as the curriculum committee and Academic Senate. MR about textbooks, literacy development, educational policy, approaches to skills-based teaching and learning, developmental reading instruction, and developmental students were also potential factors in the shaping of the discourse.

To provide additional support for the discussion of Stage 3 analysis as it related to question 2, Table 20 was included in order to highlight the analysis of Data Set 1 as it pertained to power relations that shaped discourse at the institutional level.

Table 20

Stage 3 Power Relations at the Institutional Level for Data Set 1

Parts of Text Selected for Analysis	<i>Front and Back Cover</i>	<i>Table of Contents and Layout</i>	<i>Message/Preface to Instructor</i>	<i>Message to Student</i>	<i>Annotation for Instructors</i>
Stage 3: Explanation					
Social determinants:					
2. What power relations at the institutional (local) level help shape this discourse?	Relations between instructor, department, division, Curriculum, ASCCC	Relations between instructor, department, division, Curriculum, ASCCC	Relations between instructor, department, division, Curriculum, ASCCC	Relations between instructor, department, division, Curriculum, ASCCC, college mission	Relations between instructor, department, division, Curriculum, ASCCC, college mission

In addition, the discourse of Data Set 1 appeared to maintain the instructor's position of authority, as well as the textbook's in relation to subordinated students. However, the discourse, at times, positioned the instructor as subordinate to the text producer and textbook and also constructed the role of instructor as "student-teacher" as evidenced by Excerpt 3 from To the Instructor:

Set high expectations. Students will want to know what they need to do to pass the class. Make it clear to them that you will be expecting a lot of them. If you demand a lot, you will get a lot in return. Tell students that they must attend the class and do the assigned work.

Whatever your policies, explain them loud and clear at the beginning of the term, and stick with them. When students see that you mean business, they will work long and hard to succeed. (Langan, 2014, inside cover)

In the preceding excerpt, the instructor has been given directives from the text producer about how to interact with and control students.

Another example of the instructor's role was reflected in Excerpt 5 from To the Instructor:

Use a workshop approach. Just as students benefit from varied exercises, they profit from varied approaches to a skill. One way to cover a skill is to work

through a chapter page by page, alternating between putting some of the material on the board and explaining or reading some of it aloud. When a majority of the class has finished the practice, call on someone to read the first question and answer it. If the answer is right, say “Good job,” and call on someone else to read the next question. (Langan, 2014, inside cover)

The discourse also presented a specific set of reading concepts within a skills-based framework as the most effective means of instructing developmental students; thus, reinforcing a particular pedagogical stance with regard to reading instruction and literacy in general.

Furthermore, the discourse of Data Set 1 constructed the developmental student as one who is low skilled, undisciplined, and over-reliant on television and other media in relation to reading as evidenced by several examples. The text producer (author) even employs italics and multiple exclamation points to emphasize the excessive amount of time spent watching videos. The first example was reflected in Excerpt 1 from Introduction, 1: How to Become a Better Reader and Thinker:

The chances are that you are not as good a reader as you should be to do well in college. If so, it’s not surprising. You live in a culture where people watch an average of *five hours of video every day !!!* All that passive viewing does not allow much time for reading. Reading is a skill that must be actively practiced. The simple fact is that people who do not read very often are not likely to be strong readers. (Langan, 2014, p. 3)

A second example of student construction, which suggests additional reasons why students do not read, was reflected in Excerpt 2 from Introduction, 1: How to Become a Better Reader and Thinker:

Another reason besides TV for not reading much is that you may have a lot of responsibilities. You may be going to school and working at the same time, and you may have a lot of family duties as well. Given your hectic schedule, you're not going to have much time to read. When you have free time, you're exhausted, and it's easier to turn on the TV than to open up a book. (Langan, 2014, p. 3)

A third example of student construction, one which suggests that taking a reading class will not be beneficial but will also give them a competitive edge, was illustrated in Excerpt 4 from Introduction, 1: How to Become a Better Reader and Thinker:

Chances are that you don't need to read *faster* as much as you need to read *smarter*. And it's a safe bet that if you don't read much, you can benefit enormously from the reading course in which you are using this book. The skills in this book have direct and practical value: They can help you perform better and more quickly—giving you an edge for success—in all of your college work. (Langan, 2014, p. 4)

It is important to note that while some students may relate to or even share some of the circumstances presented in Excerpts 1, 2, and 4, we (educators) should not dismiss or discount the potential impact that generalizations and social constructions of this type may have on students, instructors, and the college community at large.

Societal level. At the societal level, discourse was potentially shaped by relations of power between larger governing bodies, such as the ASCCC, the California

Community College Chancellor's Office, the California State Department of Education, and the California Education Code along with faculty, departments, local institutions and textbook publishers.

In addition, MR held about textbooks, marketing, educational policy, literacy development, approaches to skills-based teaching and learning, developmental reading instruction, and developmental students were also factors in the shaping of the discourse.

Moreover, it appeared that the discourse contributed to sustaining existing traditional power structures, which dictated between teachers, textbooks (curriculum), and students.

Table 21 was included in order to highlight the Stage 3 analysis of Data Set 1 as it pertained to power relations that shaped discourse at the societal level.

Table 21

Stage 3 Power Relations at the Societal Level for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student	Annotation for Instructors
Stage 3: Explanation					
Social determinants:					
3. What power relations at the societal (state/national) level help shape this discourse?	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code

Data Set 2 Analysis

In the final stage of CDA, Data Set 2 (*The Course Outline of Record: A Curriculum Reference Guide* produce by the ASCCC) was re-examined, this time in relation to power at the situational, institutional, and societal levels. The educational policy text discourse represented within the Abstract, Introduction, How to Use This

Paper, Planning the Course Outline of Record, and Required Texts and Other

Instructional Materials appeared to reproduce and reinforce existing power relations.

Situational level. Throughout the discourse, both the educational policy text as a whole and the course outline of record to which it referred to were positioned as authorities in relation to faculty (the instructor) and students as illustrated by Excerpt 4 from Introduction:

The course outline of record plays a particularly important role in the California community colleges because it clearly lays out the expected content and learning objectives for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is not uncommon for community college courses to be taught by several, and sometimes dozens, of faculty members. In order to ensure that core components are covered in all sections of a course, the California Community College System relies on the course outline of record to specify those elements that will be covered by all faculty who teach the course. (ASCCC, 2008, p.2)

To provide support for the discussion of Stage 3 analysis related to question 1, Table 22 was included in order to highlight the analysis of Data Set 2 as it pertained to power relations that shaped discourse at the situational level.

Table 22

Stage 3 Power Relations at the Situational Level for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 3: Explanation					
Social determinants:					
1. What power relations at the situational (classroom) level help shape this discourse?	CORs dictate course curriculum. Although adhering to COR is mandatory, faculty may or may not comply. Instructors may alter curriculum based on student interaction, creating resistance	CORs dictate course curriculum. Although adhering to COR is mandatory, faculty may or may not comply. Instructors may alter curriculum based on student interaction, creating resistance	CORs dictate course curriculum. Although adhering to COR is mandatory, faculty may or may not comply. Instructors may alter curriculum based on student interaction, creating resistance	COR planning is regulated by Title 5 law which dictates the elements that must be included. Although adhering to COR is mandatory, faculty may or may not comply. Instructors may alter curriculum based on student interaction, creating resistance	Faculty pedagogy, department policies, student abilities and resistance, faculty choices made regarding how much of the text(s) and other instructional materials are used

Institutional level. The discourse represented policy created and shaped by relations of power between the ASCCC, local administration, the California Community College Board of Trustees, faculty, departments, curriculum committees, and other faculty governing bodies along with their Member's Resources (MR) or assumptions regarding textbooks, curriculum development, literacy development, reading instruction, developmental education, and developmental students.

In inform the discussion of Stage 3 analysis, Table 23 was included in order to highlight the analysis of Data Set 2 as it pertained to power relations that shaped discourse at the institutional level.

Table 23

Stage 3 Power Relations at the Institutional Level for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 3: Explanation					
Social determinants:					
2. What power relations at the institutional (local) level help shape this discourse?	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,

Excerpt 7 from the Introduction highlights the relations of power involved in educational policy discourse:

While this paper offers a model for the course outline of record, the purpose of this paper is not to force standardization of curriculum but rather to assist faculty in presenting their courses in a format which will accurately reflect the quality of instruction they are providing. While the course outline of record is a blueprint of what instructional elements must be included, teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing diverse learning needs of students in the California community colleges. The model presented is intended to clearly demonstrate that the course will stand up to the scrutiny of the Chancellor's Office, transfer institutions, industry and other external entities. (ASCCC, 2008, p. 3)

Excerpt 8 from Planning the Course Outline of Record section also reflects the relations of power in educational policy discourse, particularly in sentence one:

While all course outline development must comply with Title 5 §55002 (see Appendix 2), almost every college has developed a template for the course outline that includes all of the required elements as well as many local elements. A college may use a curriculum management system for tracking their curriculum approval process and as its repository for course outlines. (ASCCC, 2008, p. 7)

Societal level. At the societal level, discourse was shaped by the interaction between larger governing bodies, such as the Chancellor's Office, California Education Code, including Title 5, the ACCJC, the ASCCC, and the other two California public systems of higher education, the University of California and the California State University.

To further inform the discussion of Stage 3 analysis as it related to question 3, Table 24 was included to highlight the analysis pertaining to power relations that shaped discourse at the societal level.

Table 24

Stage 3 Power Relations at the Societal Level for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 3: Explanation					
Social determinants:					
3. What power relations at the societal (state/national) level help shape this discourse?	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate

As educational policy, the discourse appeared to sustain rather than transform existing power relations as reflected in Excerpt 2 from the Introduction section:

Standards for the course outline of record appear in Title 5 Regulation (see Appendix 2), in the Chancellor's Office Program and Course Approval Handbook, and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC) may also place requirements upon the course outline such as specific content or currency of learning materials.

(ASCCC, 2008, p. 2)

Another example of the sustainment of existing power relations between community colleges, 4-year universities, and the California Community College Chancellor's Office was illustrated in Excerpt 3 from the Introduction section:

Course outlines of record are also used as the basis for articulation agreements, providing a document with which to determine how community college courses

will be counted upon transfer to baccalaureate granting institutions. Course outlines are reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the Chancellor's Office. The quality described in a course outline of record is evidence of meeting these guidelines. (ASCCC, 2008, p. 2)

Data Set 3 Analysis

In the final stage of CDA, Data Set 3 (California Education Code §§ 66406-66407) was re-examined, this time in relation to power at the situational, institutional, and societal levels. The educational policy text discourse represented within §§ 66406, 66406.5, 66406.7, and 66407 appeared to reinforce existing power relations between the state legislature and governing bodies in higher education, as well as, college educators and students.

Situational and institutional levels. Through the discourse of the educational policy text, the California Legislature was positioned as the authority with textbook publishers, public systems of higher education in California, college bookstore personnel, and faculty and students within those systems placed in subordinate roles.

To inform the discussion of Stage 3 analysis as it related to questions 1 and 2, was included in order to Table 25 highlights the analysis of Data Set 3 as it pertained to power relations that shaped discourse at the situational and institutional levels.

Table 25

Stage 3 Power Relations at Situational and Institutional Levels for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 3: Explanation						
Social determinants:						
1. What power relations at the situational (classroom) level help shape this discourse?	The California Legislature is tasking textbook publishers, UC, CSU, and CCC systems, faculty, and students to consider low cost and access alternatives	CSU, UC are being asked by the California Legislature to revise educational policies related to textbook selection for transfer and general education courses	The College Textbook Transparency Act discourse is shaped by faculty, campus bookstores, students, publishers, and lawmakers	Faculty, students, campus bookstores, and publishers interaction in relation to legislative educational policy	Faculty, students, library and technology staff, Disabled students program staff shape the discourse of open source textbook options	Faculty, students, campus bookstores, and publishers interaction in relation to legislative educational policy
2. What power relations at the institutional (local) level help shape this discourse?	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC, and CCC systems	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC, and CCC systems	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC, and CCC systems	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC, and CCC systems	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC, and CCC systems	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC, and CCC systems

Specific evidence illustrating the authoritative positioning of the California Legislature appeared in Excerpt 1 from § 66406: “66406. (a) The Legislature finds and declares that the production and pricing of college textbooks deserves a high level of attention from educators and lawmakers because they impact the quality and affordability of higher education” (CAL Educ Code, 2005). In addition, Excerpt 2 from § 66406 also reflected the positioning of participants:

(c) The Trustees of the California State University and the Board of Governors of the California Community Colleges shall, and the Regents of the University of California are requested to, accomplish all of the following:

(1) Work with the academic senates of each respective segment to do all of the following:

(A) Encourage faculty to give consideration to the least costly practices in assigning textbooks, varying by discipline, such as

adopting the least expensive edition when the educational content is equal, and using a selected textbook as long as it is educationally sound, as determined by the appropriate faculty.

(B) Encourage faculty to disclose both of the following to students:

(i) How new editions of textbooks are different from the previous editions.

(ii) The cost to students for textbooks selected for use in each course.

(C) Review procedures for faculty to inform college and university bookstores of textbook selections.

(D) Encourage faculty to work closely with publishers and college and university bookstores in creating bundles and packages if they are economically sound and deliver cost savings to students, and if bundles and packages have been requested by faculty.

Students should have the option of purchasing textbooks and other instructional materials that are "unbundled."

(2) Require college and university bookstores to work with the academic senates of each respective campus to do both of the following:

(A) Review issues relative to timelines and processes involved in ordering and stocking selected textbooks.

(B) Work closely with faculty or publishers, or both, to create bundles and packages that are economically sound and deliver cost savings to students.

(3) Encourage college and university bookstores to disclose retail textbook costs, on a per course basis, to faculty, and make this information otherwise publicly available.

(4) Encourage campuses to provide as many forums for students to have access to as many used books as possible, including, but not necessarily limited to, all of the following:

(A) Implementing campus-sponsored textbook rental programs.

(B) Encouraging students to consider on-campus and online book swaps so that students may buy and sell used books and set their own prices.

(C) Encouraging students to consider student book lending programs. (CAL Educ Code, 2005)

Societal level. While power relations between faculty, departments, administration, textbook publishing companies, the ASCCC, other college governing bodies, and the CSU and UC Systems may help to shape the discourse at the institutional level, the discourse appeared to be positioned as authority with legislative policy directing the CSU, UC, and CCC Systems, textbook publishers, faculty, students, and other college personnel to take specific actions regarding textbook access, selection, distribution, and production.

To inform the discussion of Stage 3 analysis as it related to question 3, Table 26 was included in order to highlight the analysis of Data Set 3 as it pertained to power relations that shaped discourse at the societal level.

Table 26

Stage 3 Power Relations at the Societal Level for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 3: Explanation						
Social determinants:						
3. What power relations at the societal (state/national) level help shape this discourse?	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees

Summary of Stage 3 Analysis

The last stage of the CDA process involved analyzing Data Sets 1, 2, and 3 for the third and final time. The focus of the final stage of critical analysis shifted to an examination of power in discourse—power relations at the situational or classroom level, institutional or college level, and societal or state/local level. Fairclough (2001) suggested:

The objective of the stage of explanation is to portray a discourse as part of a social process, as a social practice, showing how it is determined by social structures, and what reproductive effects discourses can cumulatively have on those structures, sustaining them or changing them. (p. 135)

During this stage of the analysis, Fairclough (2001) also reminded researchers to maintain consist awareness of their own member's resources (MR)—their own assumptions, experience, skills, values, and beliefs—in addition to those of the other participants. Member's resources influence and, in turn, are influenced by discourses,

whether past or present. This interplay or mediation between one's assumptions, experience, skills, values, and beliefs and discourse can lead to social struggle.

To better inform the discussion of Stage 3 analysis related to question 4, Table 27, Table 28, and Table 29 were included in order to highlight the analysis pertaining to ideological elements of member's resources that were drawn upon by participants. Table 27 contains responses to question 4 that are based on the analysis of Data Set 1.

Table 27

Stage 3 Elements of Member's Resources for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student	Annotation for Instructors
Stage 3: Explanation					
Ideologies:					
4. What elements of members' resources (MR) which are drawn upon have an ideological character?	Assumptions about textbooks, academic literacy, developmental students, skills-based instructional practices, college, remediation	Assumptions about textbooks, developmental reading instruction and students, academic literacy, and teaching and learning	Assumptions about textbooks, approaches to skills-based teaching and learning, academic literacy, developmental reading instruction, college students, developmental students, reading instructors	Assumptions about textbooks, approaches to skills-based teaching and learning, academic literacy, developmental reading instruction, college students, developmental students, reading instructors, school experience, influence of media	Assumptions and beliefs about textbooks, approaches to skills-based reading instruction, assessment tools, standardized approaches to testing, developmental reading, college students

To further inform the discussion, Table 28 was included in order to illustrate the responses to question 4 that are based on the analysis of Data Set 2.

Table 28

Stage 3 Elements of Member's Resources for Data Set 2

Parts of Text Selected for Analysis	Abstract	Introduction	How to Use this paper	Planning the Course Outline of Record (COR)	Required Texts and other instructional materials
Stage 3: Explanation					
Ideologies:					
4. What elements of members' resources (MR) which are drawn upon have an ideological character?	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office, and educational policy	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office, and educational policy	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office, and educational policy	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office, and educational policy	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office, and educational policy

To further inform the discussion, Table 29 was included to illustrate the responses to question 4 that are based on the analysis of Data Set 3.

Table 29

Stage 3 Elements of Member's Resources for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 3: Explanation						
Ideologies:						
4. What elements of members' resources (MR) which are drawn upon have an ideological character?	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers

The critical analysis of the discourse in *Ten Steps to Improving College Reading Skills*, the *ASCCC Course Outline of Record: A Curriculum Reference Guide*, and California Education Code, §§ 66406-66407 each reflected a network of power relations and positioning at multiple levels: classroom/situational, college/institutional, and state/national/societal determined by its participants and their MR.

Furthermore, the discourse in *Ten Steps to Improving College Reading Skills*, the *ASCCC Course Outline of Record: A Curriculum Reference Guide*, and California Education Code, §§ 66406-66407 appeared to sustain existing educational and legal power structures, subject positioning, and assumptions. However, it is also important to note that power structures are only sustained so long as participants accept and abide by their discourse.

To better inform the discussion of Stage 3 analysis related to questions 5-8, Table 30, Table 31, and Table 32 were included in order to highlight the effects of positioning

of discourse and power relations at the situational, institutional, and societal levels. Table 30 contains responses to questions 5-8 based on the analysis of Data Set 1.

Table 30

Stage 3 Effects of Discourse Positioning and Power Relations for Data Set 1

Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student		Annotation for Instructors
Stage 3: Explanation						
Effects:						
5. How is the discourse positioned in relation to struggles at the situational (classroom) level?	The discourse is positioned as an authority, embodying a skills-based approach to college reading instruction in which instructors and students may or may not embrace	The discourse is positioned as an authority and what content is deemed the most effective, embodying a skills-based approach to college reading instruction in which instructors and students may or may not embrace	This discourse is positioned in way that supports the instructor as authority and in charge with the student as passive subordinate,	This discourse is positioned in way that supports the instructor and textbook as authorities and directors with the student as passive subordinate recipient		This discourse is positioned in way that supports the instructor and textbook as authorities and directors with the student as passive subordinate recipient Also sets up a correct/incorrect view of reading comprehension
6. How is the discourse positioned in relation to struggles at the institutional (local) level?	This discourse is part of a required textbook approved by a department for use	This discourse is part of a required textbook approved by a department for use	This discourse reinforces the instructor role as authority but also supports an image of basic-skills faculty	This discourse reinforces the instructor role as authority, textbook as authority, student as low skilled subordinate, reading as a skill		This discourse reinforces the instructor role as authority, textbook as authority, student as low skilled subordinate, reading as a skill
7. How is the discourse positioned in relation to struggles at the societal (state/national) level?	This discourse embodies a skills-based view of literacy and step-by-step approach to teaching and learning which may also be reflected at state and national levels	This discourse embodies a skills-based view of literacy, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels	This discourse embodies a skills-based view of literacy, literacy-illiteracy construct, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels	This discourse embodies a skills-based view of literacy, literacy-illiteracy construct, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels, students as low skilled passive readers, focused on media		This discourse embodies a skills-based view of literacy, literacy-illiteracy construct, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels
8. Does it contribute to sustaining existing power relations, or transforming them?	If this discourse is accepted as an authority then it would contribute to sustaining the notion of teacher authority	If this discourse is accepted as an authority then it would contribute to sustaining the notion of teacher authority and a specific set of reading concepts as curriculum for all	This discourse contributes to sustaining existing traditional power relations between teachers and students and a specific set of reading concepts as curriculum for all	This discourse contributes to sustaining existing traditional power relations between teachers and students and a specific set of reading concepts as curriculum		This discourse contributes to sustaining existing traditional power relations between teachers and students and a specific set of reading concepts as curriculum for all

To inform the discussion surrounding the effects of discourse positioning and power relations, Table 31 was included in order to highlight responses to questions 5-8 based on the analysis of Data Set 2.

Table 31

Stage 3 Effects of Discourse Positioning and Power Relations for Data Set 2

Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 3:Explanation					
Effects:					
5. How is the discourse positioned in relation to struggles at the situational (classroom) level?	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body,	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body,	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body,	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body The discourse operates as a means of regulation
6. How is the discourse positioned in relation to struggles at the institutional (local) level?	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration, Board of Trustees, and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration, Board of Trustees, and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration, Board of Trustees, and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, working along with local administration, Board of Trustees, and faculty The discourse operates as a means of regulation
7. How is the discourse positioned in relation to struggles at the societal (state/national) level?	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code Title 5 identifies specific curricular elements that must be contained within a COR	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code Title 5 identifies specific curricular elements that must be contained within a COR	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code Title 5 identifies specific elements that must be a part of required texts and instructional materials of a course
8. Does it contribute to sustaining existing power relations, or transforming them?	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations

To inform Stage 3 analysis related to the effects of discourse positioning and power relations, Table 32 was included in order to highlight responses to questions 5-8 based on the analysis of Data Set 3.

Table 32

Stage 3 Effects of Discourse Positioning and Power Relations for Data Set 3

Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 3:Explanation						
Effects:						
5. How is the discourse positioned in relation to struggles at the situational (classroom) level?	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking systems, faculty, to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks
6. How is the discourse positioned in relation to struggles at the institutional (local) level?	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration
7. How is the discourse positioned in relation to struggles at the societal (state/national) level?	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production
8. Does it contribute to sustaining existing power relations, or transforming them?	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations

Results of Research Findings

Three research questions guided this dissertation project: a) How can the application of critical discourse analysis to developmental reading textbooks and related educational policy texts benefit educators and students, b) How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students, and c) Is there a relationship between developmental reading textbooks and educational policy.

The exploration of these research questions was intended to provide insight into the relationship between curriculum and educational policy while also clarifying the

constructive role that language plays in the development of knowledge and power relationships between students, teachers, and educational institutions.

What follows is a review of the results of the three-stage CDA framework used to analyze the data in this study. Results have been presented in relation to the aforementioned research questions:

Results Based on Question 1

1. How can the application of critical discourse analysis to developmental reading textbooks and related educational policy texts benefit educators and students?

The application of critical discourse analysis to curriculum and related educational policy has the ability to take the analytic process beyond the general content to the assumptions behind the content.

On the other hand, content analysis, which continues to be a common approach to textbook and curriculum materials selection at the community college level, tends to operate on a superficial level, the analyst (educator) acknowledging and accepting the presence of discrete concepts widely recognized as representative of a particular subject area and also in alignment with the Course Outline of Record without questioning the underlying assumptions. Applying this type of analysis does little to inform educators and students but rather leaves them vulnerable to the legitimization and perpetuation of disempowering educational practices and beliefs.

Furthermore, while a traditional discourse analysis of educational policy has been used to better understand the relationship between policies put in place and the effects of those policies at state and local levels, issues related to the positioning of educators and

students in relation to each other and educational institutions have not been a part of this type of analysis.

In sum, applying critical discourse analysis to textbook and related educational policy discourse offers educators and students insight into the pedagogical stances, educational ideology, and relations of power operating at the situational, institutional, and societal levels, allowing for more informed, intentional, and empowered decision-making and interaction.

Results Based on Question 2

2. How do implicit assumptions embedded in the discourse of developmental reading textbooks construct literacy, the instructor's role, and the role of developmental students?

A critical discourse analysis of selected sections of *Ten Steps to Improving College Reading Skills* by Langan (2014) revealed several assumptions. The first assumption was that skills-based reading instruction is the most effective type of reading instruction for college students. This assumption was reinforced throughout the textbook—from the outside and inside covers of the text to the messages addressed to the instructor and student—through the frequent and intentional use of words, such as *skills*, *step-by-step*, *basic*, and *ten steps*.

A second, related assumption, which was also reinforced throughout the textbook, was that literacy development is a matter of skills development, consisting of ten specific reading skills presented in a particular order that students need in order to be successful in college. In other words, literacy, according to the author, is not a social practice but a

matter of acquired training. Also connected to this assumption was the belief that college reading instruction is best taught by using a textbook.

Moreover, critical analysis of *Ten Steps to Improving College Reading Skills* revealed the construction of a shifting instructor's role in relation to the textbook, text producer (author), and the student. A traditional role of the instructor as the classroom authority imparting knowledge and maintaining control was illustrated by the discourse.

Excerpt 3 from *To the Instructor* supported the instructor/authority role:

Set high expectations. Students will want to know what they need to do to pass the class. Make it clear to them that you will be expecting a lot of them. If you demand a lot, you will get a lot in return. Tell students that they must attend the class and do the assigned work.

Whatever your policies, explain them loud and clear at the beginning of the term, and stick with them. When students see that you mean business, they will work long and hard to succeed. (Langan, 2014, inside cover)

In contrast, the instructor's role was also constructed as a subordinate or "student-teacher" in relation to the textbook and author. Excerpt 4 from *Preface—To the Instructor* supports the instructor's subordinate role:

Focus on the basics. The book is designed to explain, in a clear, step-by-step way, the essential elements of each skill. Many examples are provided to ensure that students understand each point. In general, the focus is on teaching skills—not just on explaining or testing them. (Langan, 2014, p. viii)

Excerpt 4 not only highlights several directives and instructions from the text producer, addressing the instructor, such as "Focus on the basics" but also positions the book as

agent as illustrated by the second sentence, “The book is designed to explain, in a clear, step-by-step way, the essential elements of each skill” (Langan, 2014, p. viii).

The subordination of the instructor continued throughout the discourse of the textbook, leading to a re-construction of the instructor’s role as agent or deliverer of the text producer’s (author’s) pedagogy and ideology.

The student’s role and positioning was much more clear in relation to the textbook, author, and instructor. The student was placed and remained in a subordinate position, subordinate to the instructor, to the textbook, and to the author. The author’s assumptions about the developmental college student appeared to construct a student profile made up of several rather negative characteristics including: unskilled, dishonest, impatient, disengaged, and undisciplined.

The textbook discourse also appeared to describe the student as pleasure seeker—as one who was less likely to read and more likely to watch television for hours on end. Excerpt 1 from Introduction 1: How to Become a Better Reader and Thinker supports the rather negative construction of the student:

The chances are that you are not as good a reader as you should be to do well in college. If so, it’s not surprising. You live in a culture where people watch an average of *five hours of video every day !!!* All that passive viewing does not allow much time for reading. Reading is a skill that must be actively practiced. The simple fact is that people who do not read very often are not likely to be strong readers. (Langan, 2014, p. 3)

Another example of a negative construction of a student was reflected in Excerpt 10 from Introduction 1: How to Become a Better Reader and Thinker. “For your own

sake, don't just copy in the answers without trying to do the practices! The only way to learn a skill is to practice it first and then use the answer key to give yourself feedback” (Langan, 2014, p. 9). Moreover, Excerpt 10 from *To the Instructor* also contributed to the negative construction of a student:

For variety, make some tests count and some not. When it is time to do a test, have students put their names on it and tell them that you may or may not count the test. The fact that you may count the test will ensure that students give their full effort. (Langan, 2014, inside cover)

In sum, the critical analysis of developmental reading discourse was able to reveal the author's ideological assumptions about literacy, college reading instruction, instructors of literacy, and developmental students.

Results Based on Question 3

3. Is there a relationship between developmental reading textbooks and educational policy?

The application of CDA to selected sections of the *ASCCC Course Outline of Record: A Curriculum Reference Guide*, and California Education Code, §§ 66406-66407 supported and reinforced the common view of textbooks, in general, as a central part of curriculum used in higher education. In other words, the educational policy discourse appeared to not only maintain this view of textbooks but also contribute to the naturalization of textbooks as curriculum as evidenced by Excerpt 2 from *Required Texts* and other Instructional Materials:

The primary text [textbook] plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject. (ASCCC, 2008, p. 40)

Similarly, Excerpt 1 from California Education Code, § 66406 reflected a *naturalized* view of textbooks. “66406. (a) The Legislature finds and declares that the production and pricing of college textbooks deserves a high level of attention from educators and lawmakers because they impact the quality and affordability of higher education” (CAL Educ Code, 2005).

Moreover, the educational policy discourse appeared to support and reinforce the construction of literacy as a skill related to the developmental level of the student as evidenced by Excerpt 6 from Required Texts and Other Instructional Materials:

Level §55002(a)2G

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

The quality and quantity of required reading assignments and instructional materials need to reflect these standards. The overall breadth of required reading must be appropriate to the units being assigned for most students. Units are a time-based factor and most people read at varying speeds, which is somewhat dependent upon the student’s current development level, so a pre-collegiate level course could expect to serve slower readers than a transfer-level course.

Therefore, the volume of reading assignments can vary as can the difficulty level with the same number of units being applied. (ASCCC, 2008, p. 41)

Conclusion

The critical analysis of educational policy and developmental reading texts was an effective means of uncovering underlying assumptions about literacy, textbooks, college reading instruction, and the role of the instructor and student in higher education.

While literacy has been defined in many ways throughout history, including a more current sociocultural view of literacy as social practice, the discourse of *Ten Steps to Improving College Reading Skills* constructed literacy as a basic skill and reading instruction as a step-by-step process leading to better reading and testing performance. This notion of skills-based literacy was reinforced and codified by educational policy discourse responsible for guiding the development of curriculum in the California Community College System and legislative policy discourse governing institutions of higher education in the state of California.

Historically, textbooks have been recognized as the embodiment of knowledge, the center of curriculum. The critical analysis of developmental reading and educational policy discourse appeared to support the textbook's iconic role in higher education. Educational policy discourse appeared to naturalize and codify the notion of textbook as curricular centerpiece, and developmental reading textbook discourse often positioned the textbook as authority and agent, subordinating both instructor and student.

In addition, educational policy related to the development of a course outline of record also acknowledged the textbook's role—in this case “as a major work which presents the fundamental theories and practices of the subject” (ASCCC, 2008, p. 40). Similarly, California Education Code sections pertaining to academic materials in

institutions of higher education emphasized the importance of regulating the production, pricing, access, selection, and distribution of textbooks.

During the three-stage process of CDA, developmental reading and educational policy discourse did not appear to question the use of textbooks as a necessary part of instruction but rather support, reinforce, and even promote their use as common practice in higher education.

Whether educators and students choose to accept and adopt the aforementioned assumptions and socially constructed roles remains to be seen. Participants' assumptions shape their interactions with discourse and other participants, and their interaction may change with each new encounter.

Fairclough (2001) cautioned the research analyst that "we need also to be sensitive to the possibility that, when there is such diversity between participants, a participant with power may attempt to impose her own interpretation of context, and interpretative procedures upon less powerful participants" (p. 134). This does not, however, mean that educators should dismiss what appears to be the naturalization and codification of skills-based literacy in higher education.

As educators, we cannot ignore the constructive power of language nor the potential impact that our instructional practices have on students' academic and personal lives. We are professionals, experts who must continually strive to be perceived as more than mere technicians who dutifully and uncritically impart educational ideology as a means of subordinating and disempowering students, whether intentionally or not.

With the widespread use, acceptance, and legislative support of developmental reading textbooks, such as *Ten Steps to Improving College Reading Skills*, I believe

literacy education is in danger of becoming nothing more than requisite test preparation and job training unless educators consciously and critically reflect upon their practices, curricular choices, and assumptions.

By foregrounding developmental reading textbook and educational policy discourse that is often taken for granted, deemed benign, or even overlooked, I was able to expose several underlying assumptions, including: a) literacy is a basic skill, b) skills-based college reading instruction improves students' reading and test performance, c) textbooks are a central element of college curriculum, d) the instructor is an authority in relation to the student and, at the same time, an agent of the text producer and textbook discourse, and e) the developmental student is deficient, dishonest, undisciplined, and subordinate to the instructor, text producer, and textbook.

Suggestions for Further Research

This research study focused on a specific body of data, one developmental reading textbook and two educational policy texts. In the future, researchers are urged to expand the data under examination. For instance, by expanding the body of data to include several developmental reading textbooks, one could conduct a comparative analysis, which a reading department might find beneficial in terms of textbook selection. A researcher could also increase the number of educational policy texts, perhaps including a look at national policies as a way to broaden the scope and provide a means of comparative analysis. Moreover, researchers may find this type of critical analysis beneficial when applied to textbooks in other related disciplines, such as English.

The application of critical discourse analysis to online materials and companion websites is an additional area for inquiry. With the expansion of distance education, an

examination of online textual and visual discourse could offer insight into the ways that online curriculum construct and position participants.

Researchers are also encouraged to consider integrating critical discourse analysis into curricular decision-making at the local level. For example, as Reading Department Chair at my home institution, I intend to adapt the research methodology employed in this study to develop a more critical, inquisitive, and informed approach to the examination and selection of instructional materials in relation to educational policy.

By bringing together curricular and educational policy discourse and critically analyzing language within a sociocultural context, my research was able to point to ideological assumptions embedded in the text along with the institutional and societal power structures that maintained and reproduced them.

Critical awareness can be an empowering and enlightening tool when used to inform instructional practices and related educational policies in higher education. I encourage any teacher-researcher interested in investigating curriculum, instructional practices, and/or educational policy to consider employing critical discourse analysis as a means of textual analysis.

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Appendix A

Table 33

Text Excerpts Selected From Data Set 1

Data Set 1: Textbook – Pieces of text extracted from selected sections	
<i>The following pieces of text were extracted from the larger selected sections of Data Set 1. Data Set 1 sections were chosen due to their relevance to the research questions of this study. The following smaller pieces of text were chosen due to their relevance to the CDA questions applied at the three stages of analysis. At each stage of the analysis, a set of CDA questions was applied to all of the following texts.</i>	
Back cover #1 Stage 1 Questions 1-9, 12-13 Stage 2 Questions 1-9 Stage 3 Questions 1-8	Now in its Sixth Edition, <i>Ten Steps to Improving College Reading Skills</i> continues to do what has made it the best-selling book on the college reading market: clearly explain and teach, in a step-by-step way, the ten skills most needed for logical thinking and effective reading comprehension. The skills taught are exactly the skills that students need to become better readers and to improve their scores on standardized tests.
Back cover #2 Stage 1 Questions 1-9, 12-13 Stage 2 Questions 1-9 Stage 3 Questions 1-8	<ul style="list-style-type: none"> • Among the new features of the book: • Four new readings. • A freshening of illustrations and practice materials throughout. • A new set of relationships tests and five added combined-skills tests. • Expanded online support.
Back cover #3 Stage 1 Questions 1-9, 12-13 Stage 2 Questions 1-9 Stage 3 Questions 1-8	<p>Among the ongoing features of the book:</p> <ul style="list-style-type: none"> • Online exercises for reach of the ten skill chapters. Try them yourself by going to www.townsendpress.net and then clicking on “Try Out Exercises.” • Exceptional clarity in the form of step-by-step explanations for each skill, an easy-to-follow sequence to the materials, and activities that feature carefully written questions and answer choices. • Friendliness of tone, with a helpful voice that never condescends to students. • A uniquely helpful Annotated Instructor’s Edition that contains answers as well as detailed explanations of both correct and incorrect answers.
Table of Contents #1 Stage 1 Questions 1-2, 4-9, 12-13 Stage 2 Questions 1-9 Stage 3 Questions 1-8	<p>Contents</p> <p>Preface: To the Instructor</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. How to Become a Better reader and Thinker 2. Reading for Pleasure and Power <p>Some Quick Study Tips</p> <p>Part One: Ten Steps to Improving College Reading Skills</p> <ol style="list-style-type: none"> 1 Vocabulary in Context <ul style="list-style-type: none"> Reading: Night Watch by Roy Popkin Mastery Tests 2 Main Ideas 3 Supporting Details 4 Implied Main Ideas 5 Relationships I 6 Relationships II 7 Inferences 8 Purpose and Tone 9 Argument 10 Critical Reading <p>Part Two: Ten Reading Selections</p> <ol style="list-style-type: none"> 1 The Yellow Ribbon 2 College Athletes Should Be Paid 3 Shame 4 The Bystander Effect 5 Growing Less Dumb 6 Coping with Nervousness 7 Compliance Techniques: Getting People to Say Yes 8 Lizzie Borden 9 Nonverbal Communication 10 The Power Within <p>Part Three: Relationships and Combined-Skills Tests</p> <ol style="list-style-type: none"> 1 Relationships Tests 2 Combined-Skills Tests <p>Appendixes</p> <p>Pronunciation Guide</p> <p>Writing Assignments</p> <p>Limited Answer Key</p> <p>Acknowledgements</p> <p>Index</p> <p>Reading Performance Chart</p>
To the Instructor-inside cover #1 Stage 1 Questions 1-13 Stage 2 Questions 1-9 Stage 3 Questions 1-8	Here are some hints for teaching a reading course and for using this text.

To the Instructor-inside cover #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Get off to a good start. One of the best ways to start off a reading class is to leave it. Tell students something like this: "I'm going to leave the room for ten minutes. While I am gone, I want each of you to learn the names of ten other students in the class. I don't care how you do it. When I return, I may ask any of you to introduce ten others to me Good luck." When you return, you will find the class alive with nervous anticipation. They won't know if you are going to call on them, and they will not want to be embarrassed by not knowing the names. So they will have worked hard to learn them! What they don't know is that you are not going to call on anyone directly. Settle the class down and ask for a volunteer.
To the Instructor-inside cover #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Set high expectations. Students will want to know what they need to do to pass the class. Make it clear to them that you will be expecting a lot of them. If you demand a lot, you will get a lot in return. Tell students that they must attend the class and do the assigned work. Whatever your policies, explain them loud and clear at the beginning of the term, and stick with them. When students see that you mean business, they will work long and hard to succeed.
To the Instructor-inside cover #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Provide lots of reading and thinking practice. Students learn skills not just by hearing about them in a lecture, but by applying them. Therefore, this book provides a wide range of practice materials, including comprehension questions, review and mastery tests, short and longer readings, outlines, maps, summaries, discussion questions, and writing assignments. These materials will give students the hands-on work they need to succeed.
To the Instructor-inside cover #5 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Use a workshop approach. Just as students benefit from varied exercises, they profit from varied approaches to a skill. One way to cover a skill is to work through a chapter page by page, alternating between putting some of the material on the board and explaining or reading some of it aloud. When a majority of the class has finished the practice, call on someone to read the first question and answer it. If the answer is right, say "Good job," and call on someone else to read the next question.
To the Instructor-inside cover #6 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	You should feel confident about having students read a sentence or so out loud. Even if they have limited reading skills, a sentence or two will not cause them undue anxiety or embarrassment. On the other hand, reading an entire paragraph may be too much for some students. It is best to call on volunteers for paragraphs or to read them aloud yourself.
To the Instructor-inside cover #7 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Use a small-group approach at times. When you get to a review test, you may want to divide the class into groups of four and ask them to work together to do the answers for the test.
To the Instructor-inside cover #8 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Students will enjoy the competition, and peer pressure will keep everyone attentive and involved.
To the Instructor-inside cover #9 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Evaluate frequently. Students have been conditioned to work hard on tests. Take advantage of this conditioning by giving a lot of tests. The mastery tests in the Part One and the combined-skills test in Part Three will give students a chance to see that they are learning the material and will show them that they are capable of success. The tests are also clear signals to students who are not learning skills.
To the Instructor-inside cover #10 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	When you grade a test, try to include some praise or encouragement for each student. A personal comment such as "Good job, Elena" or "Well done, Hakim" can do wonders for a student's self-esteem.
To the Instructor-inside cover #11 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	For variety, make some tests count and some not. When it is time to do a test, have students put their names on it and tell them that you may or may not count the test. The fact that you may count the test will ensure that students give their full effort.
To the Instructor-inside cover #12 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Require some writing at the end of each class. To help students integrate what they have learned in a given class, have them do a writing assignment in the last part of the class.
To the Instructor-inside cover #13 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	These activities will help make your classroom alive and will turn learning into an active process. I think you will find them rewarding, and I encourage you to try them out. I wish you luck! John Langan
Preface—To the Instructor-p. vii #1 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	We all know that many students entering college today do not have the reading skills needed to do effective work in their courses. A related problem, apparent even in class discussions, is that students often lack the skills required to think in a clear and logical way.
Preface—To the Instructor-p. vii #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The purpose of <i>Ten Steps to Improving College Reading Skills, Sixth Edition</i> , is to develop effective reading and clear thinking. To do so, Part One presents a sequence of ten reading skills that are widely recognized as essential for basic and advanced comprehension. The first six skills concern the more literal levels of comprehension.

Preface—To the Instructor-p. viii #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Together, the ten chapters provide students with the skills need for both basic and more advanced reading comprehension.
Preface—To the Instructor-p. viii #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Focus on the basics. The book is designed to explain, in a clear, step-by-step way, the essential elements of each skill. Many examples are provided to ensure that students understand each point. In general, the focus is on teaching skills—not just on explaining or testing them.
Preface—To the Instructor-p. ix #5 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The limited answer key increases the active role that students take in their own learning. They are likely to use the answer key in an honest and positive way if they know they will be tested on the many activities and selections for which answers are not provided.
Preface—To the Instructor-p. ix #6 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	High interest level. Dull and unvaried readings and exercises work against learning. Students need to experience genuine interest and enjoyment in what they read.
Preface—To the Instructor-p. ix #7 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Ease of use. The logical sequence in each chapter—from explanation to example to practice to review test to mastery test—helps make the skills easy to teach. The book’s organization into distinct parts also makes for ease of use.
Preface—To the Instructor-p. x #8 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Thinking activities. Thinking activities—in the form of outlining, mapping, and summarizing—are a distinctive feature of the book. While educators agree that such organizational abilities are important, these skills are all too seldom taught.
Preface—To the Instructor-p. x #9 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	This book, then, presents activities that truly involve students in outlining, mapping, and summarizing—in other words, that truly make students <i>think</i> —and yet enable a teacher to give immediate feedback.
Preface—To the Instructor-p. xi #10 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	To summarize, <i>Ten Steps to Improving College Reading, Sixth Edition</i> , teaches and reinforces ten essential reading skills. Through an appealing collection of readings and a carefully designed series of activities and tests, students receive extensive guided practice in the skills. The result is an integrated approach to learning that will, by the end of the course, produce better readers and stronger thinkers.
Introduction-1: How to Become a Better Reader and Thinker p. 3#1 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The chances are that you are not as good a reader as you should be to do well in college. If so, it’s not surprising. You live in a culture where people watch an average of <i>five hours of video every day !!!</i> All that passive viewing does not allow much time for reading. Reading is a skill that must be actively practiced. The simple fact is that people who do not read very often are not likely to be strong readers.
Introduction-1: How to Become a Better Reader and Thinker p. 3 #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Another reason besides TV for not reading much is that you may have a lot of responsibilities. You may be going to school and working at the same time, and you may have a lot of family duties as well. Given your hectic schedule, you’re not going to have much time to read. When you have free time, you’re exhausted, and it’s easier to turn on the TV than to open up a book.
Introduction-1: How to Become a Better Reader and Thinker p. 3 #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	A third reading for not reading is that school may have caused you to associate reading with worksheets and drills and book reports and test scores. Experts agree that many schools have not done a good job of helping students discover the pleasures and rewards of reading. If reading was an unpleasant experience in school, you may have concluded that reading in general is not for you.
Introduction-1: How to Become a Better Reader and Thinker p. 4 #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Chances are that you don’t need to read <i>faster</i> as much as you need to read <i>smarter</i> . And it’s a safe bet that if you don’t read much, you can benefit enormously from the reading course in which you are using this book. The skills in this book have direct and practical value: They can help you perform better and more quickly—giving you an edge for success—in all of your college work.
Introduction-1: How to Become a Better Reader and Thinker p. 4 #5 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	One goal of the book is to help you become a better reader. You will learn and practice ten key reading comprehension skills. As a result, you’ll be better able to read and understand the many materials in your other college courses.
Introduction-1: How to Become a Better Reader and Thinker p. 4 #6 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The book is also concerned with helping you become a stronger thinker, a person able not just to understand what you read but to analyze and evaluate it as well.

Introduction-1: How to Become a Better Reader and Thinker p. 8 #7 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The book centers on what you really need to know to become a better reader and thinker.
Introduction-1: How to Become a Better Reader and Thinker p. 8 #8 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	We seldom learn a skill only by hearing or reading about it; we make it part of us by repeated practice. There are, then, numerous activities in the text. They are not “busywork,” but carefully designed materials that should help you truly learn each skill.
Introduction-1: How to Become a Better Reader and Thinker p. 8 #9 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The selections throughout the book are lively and appealing. Dull and unvaried readings work against learning, so subjects have been carefully chosen for their high interest level.
Introduction-1: How to Become a Better Reader and Thinker p. 9 #10 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	For your own sake, don't just copy in the answers without trying to do the practices! The only way to learn a skill is to practice it first and then use the answer key to give yourself feedback.
Introduction-1: How to Become a Better Reader and Thinker p. 9 #11 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	In summary, <i>Ten Steps to Improving College Reading Skills</i> has been designed to interest and benefit you as much as possible. Its format is straightforward, its explanations are clear, its readings are appealing, and its many practices will help you learn through doing. It is a book that has been created to reward effort, and if you provide that effort, you will make yourself a better reader and a stronger thinker. I wish you success.
Introduction-2: Reading for Pleasure and Power p. 10 #1 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Real Pleasure. Chances are that you have done little reading for pleasure in your life. You may be an unpracticed reader who has never gotten into the habit of regular reading.
Introduction-2: Reading for Pleasure and Power p. 10 #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Language Power. Research has shown beyond any question that frequent reading improves vocabulary, spelling, and reading speed and comprehension, as well as grammar and writing style. If you become a regular reader, all of these language and thinking abilities develop almost automatically!
Introduction-2: Reading for Pleasure and Power p. 11 #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Job Power. Regular reading will increase your chances for job success. In today's world more than ever before, jobs involve the processing of information, with words being the tools of the trade. Studies have found that the better your command of words, the more success you are likely to have. Nothing will give you a command of words like regular reading.
Introduction-2: Reading for Pleasure and Power p. 11 #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Human Power. Reading enlarges the mind and the heart. It frees us from the narrow confines of our own experience. Knowing how other people view important matters helps us decide what we ourselves think and feel.
Introduction-3: Some Quick Study Tips p. 17 #1 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	While it's not my purpose in this book to teach study skills, I do want to give you four quick hints that can make you a better student. The hints are based on my thirty years of experience working with first-year college students and teaching reading and study skills.
Introduction-3: Some Quick Study Tips p. 17 #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Tip 1 The most important steps you can take to succeed in school are to go to every class and take a lot of notes. If you don't go to class, or you go but just sit there without taking notes, chances are you're heading for a heap of trouble.
Introduction-3: Some Quick Study Tips p. 17 #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	What is far more important is learning how to read your professor—to understand what he or she expects you to learn in the course and to know for tests.
Introduction-3: Some Quick Study Tips p. 17 #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Tip 3 Many teachers base their tests mainly on the ideas they present in class.

Introduction-3: Some Quick Study Tips p. 17 #5 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Tip 4 If you're not an organized person, you're going to have trouble in school.
To the Instructor-annotated notes p. 21 #1 Stage 1 Questions1-4, 6-13 Stage 2 Questions1-9 Stage 3 Questions1-8	1. Any material in this smaller type appears only in the Instructor's Edition. 2. Pronunciations are provided for the words in this chapter and for vocabulary questions that follow the readings in Parts One and Two. You may want to review with students the brief guide to pronunciation on pages 617-618.
To the Instructor-annotated notes p. 24 #2 Stage 1 Questions1-4, 6-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Hints such as the one above appear throughout the student edition. Students should be encouraged to use these hints when working through a chapter.
To the Instructor-annotated notes p. 27 #3 Stage 1 Questions1-4, 6-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Another way to approach synonyms is to notice the parallel structure of the sentence.
To the Instructor-annotated notes p. 77 #4 Stage 1 Questions1-4, 6-13 Stage 2 Questions1-9 Stage 3 Questions1-8	In these paragraphs and the tests that follow, addition words that signal supporting details are underlined in this Instructor's Edition.
To the Instructor-annotated notes p. 563 #5 Stage 1 Questions1-4, 6-13 Stage 2 Questions1-9 Stage 3 Questions1-8	In the comments on test questions, the term "too narrow" describes an item that is only a detail within the selection. "Too broad" describes an item that covers a great deal more than is in the selection.
To the Instructor-annotated notes p. 619 #6 Stage 1 Questions1-4, 6-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Before assigning any of the follow topics, you might want to go over with your students the guidelines that appear below and on the next page.
Reading Selections topics related to resilience, adversity Stage 1 Questions1-3 Stage 2 Questions1-9 Stage 3 Questions1-8	Night Watch is about dying alone, Here's to Your Health is about alcohol abuse, Rowing the Bus is about bullying, Students in Shock is about stress in college, The Scholarship Jacket is about discrimination and racism, The Yellow Ribbon is about life after incarceration, Coping with nervousness is about the challenges of speaking in public, and Lizzie Borden is about murder.

Appendix B

Table 34

Text Excerpts Selected From Data Set 2

Data Set 2: ASCCC COR Document – Pieces of text extracted from selected sections	
<p>The following pieces of text were extracted from the larger selected sections of Data Set 2. Data Set 2 sections were chosen due to their relevance to the research questions of this study. The following smaller pieces of text were chosen due to their relevance to the CDA questions applied at the three stages of analysis. At each stage of the analysis, a set of CDA questions was applied to all of the following texts.</p>	
<p>Abstract p. 1 #1 Stage 1 Questions1-9, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>Curriculum is at the core of any educational endeavor, and the course outline of record plays a central role both internal and external to the California Community College System. This update to the original Academic Senate paper <i>Components of a Model Course Outline of Record</i> also incorporates material from the previously published Academic Senate papers <i>Stylistic Considerations in Writing Course Outlines of Record</i> and <i>Good Practices for Course Approvals</i>.</p>
<p>Abstract p. 1 #2 Stage 1 Questions1-9, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>In spite of the fact that internal and external standards for courses regularly evolve, this paper offers the curriculum developer a clear framework for the writing of a course outline of record. The paper begins with a broad overview of the development process and then moves to an element by element explanation of the course outline of record itself. For each element, stylistic and practical considerations are provided along with the appropriate citations where such inclusion helps to clarify the regulatory intent to ensure quality. The paper also includes discussion of related topics such as discipline assignment and the potential effects of compressed calendars.</p>
<p>Introduction p. 2 #1 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>The course outline has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing and plays a central role in the curriculum of the California community colleges. The course outline has both internal and external influences.</p>
<p>Introduction p. 2 #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>Standards for the course outline of record appear in Title 5 Regulation (see Appendix 2), in the Chancellor's Office <i>Program and Course Approval Handbook</i>, and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC) may also place requirements upon the course outline such as specific content or currency of learning materials.</p>
<p>Introduction p. 2 #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>Course outlines of record are also used as the basis for articulation agreements, providing a document with which to determine how community college courses will be counted upon transfer to baccalaureate granting institutions. Course outlines are reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the Chancellor's Office. The quality described in a course outline of record is evidence of meeting these guidelines.</p>
<p>Introduction p. 2 #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>The course outline of record plays a particularly important role in the California community colleges because it clearly lays out the expected content and learning objectives for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is not uncommon for community college courses to be taught by several, and sometimes dozens, of faculty members. In order to ensure that core components are covered in all sections of a course, the California Community College System relies on the course outline of record to specify those elements that will be covered by all faculty who teach the course.</p>
<p>Introduction p. 2 #5 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>While the standards for a course outline of record have been revised many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges to provide guidance in the development of course outlines. This paper is part of the effort to provide that guidance so that faculty might have reasonable assurance that the requirements for a course outline, both internal and external to their college, are met. This paper is an update of the original 1995 document, and to better meet the typical user's needs, this revision has incorporated the relevant portions of two additional Academic Senate papers, <i>Stylistic Considerations in Writing Course Outlines of Record</i> (1998), and <i>Good Practices for Course Approvals</i> (1998).</p>
<p>Introduction p. 3 #6 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>We also recommend that this paper be used in the context of two additional documents, <i>The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice</i> (ASCCC, 1996) and the current edition of the Chancellor's Office <i>Program and Course Approval Handbook</i>. The purpose of these documents is to support the development of a course outline of record in light of the role of local curriculum committees and governing boards in approving them, and the role of the Chancellor's Office in approving certificates and programs to ensure compliance.</p>
<p>Introduction p. 3 #7 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>While this paper offers a model for the course outline of record, the purpose of this paper is not to force standardization of curriculum but rather to assist faculty in presenting their courses in a format which will accurately reflect the quality of instruction they are providing. While the course outline of record is a blueprint of what instructional elements must be included, teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing diverse learning needs of students in the California community colleges. The model presented is intended to clearly demonstrate that the course will stand up to the scrutiny of the Chancellor's Office, transfer institutions, industry and other external entities.</p>
<p>How to Use This Paper p. 4 #1 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>This paper is intended to serve the needs of both the neophyte and experienced curriculum developer in writing a course outline of record. While one can treat the paper as a narrative and read it from cover to cover, in actuality the paper is designed so that one can simply go to the section of particular interest, reference what one needs, and go back to writing the course outline of record. In addition, credit and noncredit course outlines are treated separately, not because the differences between the two are significant, but because in all likelihood the writer of a noncredit course outline needs ready access to other sections related to noncredit courses more than related information for credit course outlines.</p>
<p>How to Use This Paper p. 4 #2 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>It is important to note that this paper is NOT about the development of programs leading to degrees and certificates. While the context of programs is important in the development of course outlines of record and is reflected in the discussion of the elements of the course outline of record, for specific information about the requirements for submitting programs for approval to the Chancellor's Office, one should refer to the <i>Program and Course Approval Handbook</i> (CCCCO, 2008).</p>
<p>How to Use This Paper p. 4 #3 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8</p>	<p>For the new course outline writer and for those who need a refresher, the first section "Planning the Course Outline of Record" discusses some major planning considerations for developing a course outline of record, including the need for consideration of how the course outline integrates with numerous curriculum processes and the resources that should be collected as one embarks on the writing.</p>

How to Use This Paper p. 4 #4 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	This is followed by the reference section of the document, "Components of a Course Outline of Record." This section details each element required for a course outline of record and provides four types of information: Summary of Key Points, Overview and Principles of Effective Practices, Regulatory Requirements—Title 5, and References. The elements are presented in the order typically found in many course outlines of record. This pattern is very similar to the order they are introduced in Title 5 §55002 Standards and Criteria for Courses.
Planning the Course Outline of Record p. 5 #1 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Regardless of the primary motivation, the course developer should begin with a holistic vision of the course to be proposed. Upon determining that there is a need and a rationale for a course the next consideration will be to determine what the course's role(s) will be. Is the course intended to be degree applicable? Will it transfer? Is it appropriate as a general education course? What articulation should be sought? These are just a few of the many questions to consider prior to beginning the development of the course outline of record.
Planning the Course Outline of Record p. 5 #2 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	While each required course element must be written discretely, each element should also be developed in light of the other elements, in other words, integrated. For example, there is an interwoven relationship between what the student should be able to do (course objectives) and how this is going to be evaluated (methods of evaluation). Furthermore the objectives must have a clear relationship to the subject or content. The course outline of record should reflect a quality in the course sufficient to attain the objectives.
Planning the Course Outline of Record p. 5 #3 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Central to the regulatory intent of collegial consultation is the faculty's primacy in their role of ensuring quality instruction through the development of integrated course outlines of record. To do this the outline first must be complete, that is, contain all the elements specified in Title 5 §55002(a), (b) or (c): unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout, if such are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities.
Planning the Course Outline of Record p. 5 #4 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	There are also stylistic concerns. Many essays on curriculum and instructional design suggest that the developer be very specific in articulating what the student will be able to accomplish by the end of the course (objectives) and defining how one will evaluate the student's progress. After this, the content items, the conditions of learning, the units and contact hours, etc. can all be fleshed out with a specific focus on integrating each of these areas so that they validate the need for each component in multiple ways.
Planning the Course Outline of Record p. 5 #5 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Irrespective of how the course outline is structured and written, the developer will generally produce a more robust product not by starting at one end and working towards the other, but by being creative where it is most easy or enjoyable to do so. Then he/she can build upon that to develop the other elements as they become apparent. For many developers, the initial drafting might be in the content areas. From there, a developer can expand into the writing of learning objectives, textbook selection, and the number of course hours needed to cover the material. In short, there is a constant and necessary interplay in the development of the elements of the course outline.
Planning the Course Outline of Record p. 5 #6 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives.
Planning the Course Outline of Record p. 6 #7 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives such that any student achieving these objectives will fulfill the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons, which are taught using appropriate and effective methods. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. Also note that content is the only subject-based element; the others specifically focus on what the student will be doing.
Planning the Course Outline of Record p. 7 #8 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	While all course outline development must comply with Title 5 §55002 (see Appendix 2), almost every college has developed a template for the course outline that includes all of the required elements as well as many local elements. A college may use a curriculum management system for tracking their curriculum approval process and as its repository for course outlines. An effective template will help the developer pull all the required information together before submission, whether on paper or electronically. It is also important to note that the responsibility for completing every outline element may not fall upon the developer. For example numerical course identifiers or transferability will likely be addressed much later in the approval process. However, in the "transferability" example, local practice may provide for the developer to indicate their intent for the course to eventually be transferable.

Planning the Course Outline of Record p. 7 #9 Stage 1 Questions1-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Useful documents to have at hand are: the <i>college catalog</i> , some recently approved <i>course outlines</i> to serve as examples, any <i>supplemental addenda/forms</i> dictated by the instructional modality, the discipline or external regulators, and any special <i>district policies</i> that may apply. Often local curriculum committees have created their own <i>curriculum development handbooks</i> which contain much of this information.
Required Texts and Other Instructional Materials p. 40 #1 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Summary of Key Points <ul style="list-style-type: none"> • This element includes the text (if required; with date of publication) and other instructional material. • Text and other learning materials may have external requirements due to articulation requirements or certification requirements found in many programs. • This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course. • Assignments specific to required reading and instructional materials should be given in the form of examples, where possible.
Required Texts and Other Instructional Materials p. 40 #2 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.
Required Texts and Other Instructional Materials p. 40 #3 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old.
Required Texts and Other Instructional Materials p. 40 #4 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.
Required Texts and Other Instructional Materials p. 40 #5 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	Regulatory Requirements—Title 5 <i>Units §55002(a)2B</i> <i>The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.</i> <i>Intensity §55002(a)2C</i> <i>The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.</i> <i>Difficulty §55002(a)2F</i> <i>The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.</i>
Required Texts and Other Instructional Materials p. 41 #6 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	<i>Level §55002(a)2G</i> <i>The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</i> The quality and quantity of required reading assignments and instructional materials need to reflect these standards. The overall breadth of required reading must be appropriate to the units being assigned for most students. Units are a time-based factor and most people read at varying speeds, which is somewhat dependent upon the student's current development level, so a pre-collegiate level course could expect to serve slower readers than a transfer-level course. Therefore, the volume of reading assignments can vary as can the difficulty level with the same number of units being applied.
Required Texts and Other Instructional Materials p. 41 #7 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	There will be many cases where required instructional materials in and of themselves do not meet these standards, but a well-integrated outline will demonstrate how these materials will lead to learning that meets the standards. For example, an integrated course objective will clearly define learning when and how to properly use safety equipment such as eye goggles, but the required goggles outside of this context do not address these standards.

Appendix C

Table 35

Text Excerpts Selected From Data Set 3

Data Set 3: CA Education Code, Title 3 – Pieces of text from selected sections	
<i>The following pieces of text were extracted from the larger selected sections of Data Set 3. Data Set 3 sections were chosen due to their relevance to the research questions of this study. The following smaller pieces of text were chosen due to their relevance to the CDA questions applied at the three stages of analysis. At each stage of the analysis, a set of CDA questions was applied to all of the following texts.</i>	
CA Ed Code Section 66406 #1 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	66406. (a) The Legislature finds and declares that the production and pricing of college textbooks deserves a high level of attention from educators and lawmakers because they impact the quality and affordability of higher education.
CA Ed Code Section 66406 #2 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	c) The Trustees of the California State University and the Board of Governors of the California Community Colleges shall, and the Regents of the University of California are requested to, accomplish all of the following: (1) Work with the academic senates of each respective segment to do all of the following: (A) Encourage faculty to give consideration to the least costly practices in assigning textbooks, varying by discipline, such as adopting the least expensive edition when the educational content is equal, and using a selected textbook as long as it is educationally sound, as determined by the appropriate faculty. (B) Encourage faculty to disclose both of the following to students: (i) How new editions of textbooks are different from the previous editions. (ii) The cost to students for textbooks selected for use in each course. (C) Review procedures for faculty to inform college and university bookstores of textbook selections. (D) Encourage faculty to work closely with publishers and college and university bookstores in creating bundles and packages if they are economically sound and deliver cost savings to students, and if bundles and packages have been requested by faculty. Students should have the option of purchasing textbooks and other instructional materials that are "unbundled." (2) Require college and university bookstores to work with the academic senates of each respective campus to do both of the following: (A) Review issues relative to timelines and processes involved in ordering and stocking selected textbooks. (B) Work closely with faculty or publishers, or both, to create bundles and packages that are economically sound and deliver cost savings to students. (3) Encourage college and university bookstores to disclose retail textbook costs, on a per course basis, to faculty, and make this information otherwise publicly available. (4) Encourage campuses to provide as many forums for students to have access to as many used books as possible, including, but not necessarily limited to, all of the following: (A) Implementing campus-sponsored textbook rental programs. (B) Encouraging students to consider on-campus and online book swaps so that students may buy and sell used books and set their own prices. (C) Encouraging students to consider student book lending programs. (D) Encouraging college and university bookstores that offer book buyback programs to actively promote and publicize these programs. (E) Encouraging the establishment of textbook rental programs and any other appropriate approaches to providing high-quality materials that are affordable to students.
CA Ed Code Section 66406.5 #1 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	66406.5. The Trustees of the California State University shall, and the Regents of the University of California are requested to, review each respective segment's student transfer policies, and to revise those policies, to ensure that faculty may choose a textbook selected for a transfer or general education course, regardless of publication date, for as long as the textbook is available to students and the information contained in the textbook is current and reflects contemporary thinking in the discipline.
CA Ed Code Section 66406.7 Stage 1 Questions1-10, 12-13 Stage 2 Questions1-9 Stage 3 Questions1-8	66406.7. (a) This section shall be known and may be cited as the College Textbook Transparency Act. (b) As used in this section, the following terms have the following meanings: (1) "Adopter" means any faculty member or academic department or other adopting entity at an institution of higher education responsible for considering and choosing course materials to be used in connection with the accredited courses taught at that institution. (2) "Complimentary copies" or "review course materials" only includes books that in all appearances are the same as the regular student edition of the textbook, and contain no material other than that found in the regular student edition of the textbook. (3) "Instructor copies" or "complimentary teacher editions" means books with information that is meant to be for the exclusive use of teachers and not for students. These books contain answers and solutions, test questions, and pedagogical techniques, and are often labeled instructor's edition or instructor's manuals. (4) "New edition of textbook" means a subsequent version of an earlier standard textbook. A standard textbook is the primary, full, and unabridged edition of a textbook. An abridged, alternate format, or alternate version of a standard textbook shall not be considered a new edition. (5) "Publisher" means any publishing house, publishing firm, or publishing company that publishes textbooks or other course materials, specifically designed for postsecondary instruction. (6) "Textbook" means a book that contains printed material and is intended for use as a source of study material for a class or group of students, a copy of which is expected to be available for the use of each of the students in that class or group. "Textbook" does not include a novel.

<p>CA Ed Code Section 66407 Stage 1 Questions 1-10, 12-13 Stage 2 Questions 1-9 Stage 3 Questions 1-8</p>	<p>66407. (a) (1) The publisher of a textbook, or an agent or employee of the publisher, shall provide a prospective purchaser of the textbook with all of the following:</p> <p>(A) A list of all the products offered for sale by the publisher germane to the prospective purchaser's subject area of interest.</p> <p>(B) For a product listed pursuant to subparagraph (A), the wholesale or retail price of the product, and the estimated length of time the publisher intends to keep the product on the market.</p> <p>(C) For each new edition of a product listed pursuant to subparagraph (A), a list of the substantial content differences or changes between the new edition and the previous edition of the textbook.</p> <p>(2) The publisher shall make the lists required by paragraph (1) available to a prospective purchaser at the commencement of a sales interaction, including, but not necessarily limited to, a sales interaction conducted in person, by telephone, or electronically. The publisher shall also post in a prominent position on its Internet Web site the lists required by paragraph (1).</p> <p>(b) As used in this section, the following terms have the following meanings:</p> <p>(1) "Product" means each version, including, but not necessarily limited to, a version in a digital format, of a textbook, or set of textbooks, in a particular subject area, including, but not necessarily limited to, a supplemental item, whether or not the supplemental item is sold separately or together with a textbook.</p> <p>(2) "Publisher" has the same meaning as defined in subdivision (b) of Section 66406.7.</p> <p>(3) "Purchaser" means a faculty member of a public or private postsecondary educational institution who selects the textbooks assigned to students.</p> <p>(4) "Textbook" has the same meaning as defined in subdivision (b) of Section 66406.7.</p>
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Appendix D

Table 36

CDA Stages 1, 2, & 3 Questions and Results for Data Set 1

CDA Stages – Questions for Analysis (Data Set 1: Textbook-Ten Steps To Improving College Reading Skills)						
Parts of Text Selected for Analysis	Front and Back Cover	Table of Contents and Layout	Message/Preface to Instructor	Message to Student-Introduction: Sections 1, 2, 3	Reading Selections From Parts One and Two	Annotation for Instructors
Stage 1: Description						
Vocabulary:						
1. What classification schemes are drawn upon?	Classification #1: Advertisement Classification #2: Skills-based reading instruction	The predominant classification scheme is the textbook table of contents, an outline of textbook contents	One classification scheme is the instructor's manual or guide, also a list of teaching tips, and a list of textbook features	Textbook introduction Study skills How-to manuals Fill-in-the-blank tests	Classification Stories of resilience and overcoming tragedies Stories about discrimination	instructor's manual or guide, textbook answer keys
Summary of Q1	<i>During the examination of the selected sections of the textbook, several classifications schemes emerged. The front and back outside covers shifted between advertisement and step-by-step, skills-based reading instruction. The messages and annotation notes to the instructor appeared to align with instructor's manuals, how-to guides, and test bank answer keys. The Introduction section, directed towards students, combined a study skills classification scheme with basic testing features: fill-in-the-blank and short-answer question types. 50% of the reading selections focused on topics of resiliency—overcoming tragedies, such as jail, death, drug abuse, and bullying. Two general, overarching classification schemes surfaced (1) Skills-based reading instruction and (2) Successful business practices</i>					
2. Are there words which are ideologically contested?	Yes—Skills, step-by-step, logical thinking, effective reading comprehension, best-selling	Yes—“How to become a better reader”, “reading for pleasure and power”, Shame, Growing less dumb, coping with nervousness	Yes—skills, basic, best, benefit, profit, hands-on, practice, mastery, self-esteem, good, alive, active, conditioned, advantage, success, capable	Yes—good, better, smarter, skills, practice, basic skill, reward effort, benefit, mastery, power, pleasure,	shame, flunking, dumb, compliance, power, alcohol abuse, anxiety, nervousness	Yes, easy, correct, incorrect
Summary of Q2	<i>What is of ideological significance throughout the text relates to the use of language indicative of a fundamental skills literacy ideology (basic, basic skills, step-by-step, mastery) combined with language indicative of a business success ideology: best-selling, benefit, profit, power, reward, compliance, correct, effective, advantage.</i>					
3. Is there rewording or overwording?	Yes, both rewording and overwording with a preoccupation with a step-by-step process. Synonymy: Skills, step-by-step, easy-to-follow, steps, clearly, clarity, helpful	No	Yes, rewording and overwording with a preoccupation of skills. Synonymy: skills, basic, step-by-step, clearly explained, clarity, practice and feedback, mastery, effective, clear	Yes, rewording and overwording with a preoccupation of skills and practice. Synonymy: skills, basic, step-by-step, clearly explained, clarity, practice and feedback, mastery, effective, clear		Given the nature of the annotation, words like correct, incorrect, support, introduce, selection are repeated
Summary of Q3	<i>The use of rewording and/or overwording (step-by-step, skills, basic skills, easy-to-follow, practice, mastery, support, easy, helpful, and basic) in the majority of the sections illustrated a preoccupation with reading as a step-by-step, basic process. However, the Table of Contents and Reading Selections did not appear to employ this device.</i>					
4. Are there markedly formal or informal words?	Informal words used: explain, become better, improve, made	Formal, standardized table of contents	Informal words used as well as idioms—you mean business and loud and clear	The text is a mixture of formal and informal words, the use of contractions, no idioms		informal
Summary of Q4	<i>The majority of the sections were written in a purposeful informal style, including idioms, contractions, and language at a fundamental level, such as become better, improve, explain, and made.</i>					
5. What metaphors are used?	Steps used to learn skills (training)	As a form of hierarchy, it relates to a success business performance metaphor	Steps used to learn skills (training)	Successful performance		No
Summary of Q5	<i>During the examination of the selected sections, two overarching metaphors appeared to surface: (1) the metaphor of successful business employee performance, which was supported by a training metaphor.</i>					
Grammar:						

6. Is agency clear?	Yes and No—at times it appears ambiguous: The book appears to be presented as the subject and animate in the text and the instructor appears to have agency	Yes—the instructor in conjunction with the text appear to have agency. The table of contents begins with a preface to the instructor followed by an introduction that includes a section titled how to become a better reader and thinker	Yes—the author as authority/expert is “guiding” the instructor via the text. The messages to the instructor set up the instructor as the agent and authority with the student as the subordinate	Yes—the author is clearly an agent (discourse directing the student what to do) and, at times, the textbook. The student is predominantly set up as the receiver of information and direction		Yes—the textbook possesses the definitive, correct answers and the author is “instructing” the instructor
Summary of Q6	<i>Throughout the examination of the selected sections, it became clear that agency shifted between the textbook, text producer, and the instructor. The student was continually placed in a subordinate role, taking direction from the text, text producer, and instructor. The instructor, at times, was also put in a subordinate role—subordinate to the textbook and text producer.</i>					
7. Are sentences active or passive?	Passive and appear to be agentless	Passive and agentless	There is a combination of active and passive sentences	The sentences are predominantly active		Predominantly active
Summary of Q7	<i>During the examination of the selected sections, sentences appeared to shift between agentless, passive, as in the case of the outside covers and Table of Contents, and predominantly active sentences in the sections addressed to instructors and students.</i>					
8. Are sentences positive or negative?	Majority of sentences are positive except for “never condescends to students”	positive	There is a combination of positive and negative sentences with negative sentences frequently referring to students’ behavior/actions	The Introduction starts out with numerous negative sentences before moving towards more positive sentences		Both positive and negative
Summary of Q8	<i>The majority of selected sections examined contained positive sentences. However, when sentences referred to students’ behavior and actions and when sentences were addressing students directly, negation was frequently employed.</i>					
9. What modes (declarative, grammatical question, imperative) are used?	Declaratives and imperatives are used	Declaratives and imperatives	All three modes are used	Declaratives and imperatives dominate the text		Declaratives and imperatives dominate the text
Summary of Q9	<i>The majority of selected sections examined shifted between declarative and imperative modes, alternately positioning the textbook and/or text producer as giver of information and instructor and/or student as receiver. In addition, declaratives and imperatives were used to direct the instructor to convey her own declaratives toward students; thus recreating the giver/receiver relationship.</i>					
10. What are the markers of modalization?	None	None	You should, must attend, will have worked, may be too much, should go,	You should, must, may have, you will, should help, will increase, there will be, you must		You might, you should
Summary of Q10	<i>During the examination of the selected sections of the textbook, the use of modal verbs (you should, you must, you will, may be) only appeared in the messages and annotation notes to the instructor and the Introduction (messages) directed towards the student.</i>					
11. Are the pronouns we and you used, and if so, how?	No	No	Yes—both we and you are used. When the author wishes to connect with the instructor, he uses we and when the author is suggesting and/or directing the instructor to act in a particular way, he uses you.	Yes—you is used consistently by the author directed towards the student. You is used to identify a particular type of students and student behavior as well as to direct the student to act in particular ways		Yes—you is used consistently by the author directed towards the instructor.
Summary of Q11	<i>During the examination of the selected sections of the textbook, the use of “we” and “you” only appeared in the messages and annotation notes to the instructor and the Introduction (messages) directed towards the student. You was often accompanied by the modal verbs “should,” “will,” and “may” when directed towards both instructor and student. The collective “we” was used when addressing the instructor, creating a perceived sense of agreement with the text producer.</i>					
12. What cohesive features are used in the text?	Repetition of words and use of related words are predominant	The visual layout of the table of contents creates cohesion, as does the repetition of features in each chapter (title, reading selection, mastery tests)	The text is structured in the form of enumerated and bulleted lists creating a step-by-step instructor’s guide	The text is structured in the form of enumerated and bulleted lists, headings and subheadings creating a step-by-step student’s guide. Transitions are also used to list information (first, second, another, in addition) Causal transitions (as a result) are also used Repetition of words and use of related words are used		All annotation is in color (pink) and situated next to or beneath the questions it pertains to. Annotated includes answers and feedback for all questions throughout the textbook

Summary of Q12	<i>Repeated key words, repeated use of enumeration and bulleted lists were cohesive features used throughout the selected sections of the textbook. Although an analysis of each chapter in detail was not performed, a review of the structural layout of each chapter revealed, once again, the use of repetition. In this case, each chapter contained the same structural elements: explanations and examples of concepts, review tests, reading selection, and mastery tests. The layout of the textbook created overall cohesion.</i>					
Textual structures:						
13. What larger-scale structures does the text have?	Structured with elements of promotional writing used to “sell” textbooks, advertising, listing “important features” of the textbook using bullet points, referencing the college reading textbook market	Structured as textbook table of contents (outline of entire textbook) in a sequential order which places concepts in a form of hierarchy from simple to complex	The messages to the instructor are similar to instructor’s guides or handbooks—just in a more condensed format	The messages to the student are similar to student guides or handbooks—just in a more condensed format Also similar to first-day-of-class instructions, class syllabus, learning resources support		Annotation is a form of answer key and instructor’s manual or guide
Summary of Q13	<i>Collectively, the selected sections examined are part of a larger structure—the college textbook (the front and back covers along with the Table of Contents supports the larger “textbook” structure). However, when examining certain individual sections of the textbook, other larger structures emerged. The messages and annotation notes to the instructor appeared to be related more to an instructor’s guide or manual complete with answer keys and testing material. The Introduction, which was directed towards the student, appeared to be related to study skills and personal growth—concepts often presented in a 1st year experience course or learning skills course.</i>					
Parts of Text Selected for Analysis	<i>Front and Back Cover</i>	<i>Table of Contents and Layout</i>	<i>Message/Preface to Instructor</i>	<i>Message to Student</i>		<i>Annotation for Instructors</i>
Stage 2: Interpretation						
Context: <i>Situational & Intertextual</i>						
1. What is going on? (activity, topic, purpose)	Persuasive description of best-selling reading textbook highlighting features that make it a standout for the purpose of selling the text to reading instructors	Table of contents outlines reading concepts considered most important and appropriate by the author, layout in parts, similar to steps metaphor for the purpose of providing a clear sequence	Message to the instructor (inside cover) is a list of suggestions for teaching reading and using the textbook provided by the author. The author believes that the implementation of these suggestions will create an active learning process in the classroom. Preface to the instructor introduces the author’s own assumptions and beliefs about entering college students and also presents the author’s pedagogical stance—a skills-based approach to reading instruction	Message to the student is a 3-part introduction Part 1 focuses on defining a good reader versus a bad reader, how the book is organized structured as a cloze assessment, helpful features and how to use it Part 2 frames the act of reading in terms of pleasure and power and includes the author’s personal narrative, a list of directives to make reading part of life, and section review questions Part 3 presents several study tips followed by a brief quiz covering the information in the section		Annotation is a combination of instructions/guidance from the author to the teacher and a detailed answer key with feedback for all questions and possible answers.
Summary of Q1	<i>The text producer employs the use of marketing and advertising on the front and back cover to align skills-based reading instruction with “best-selling” and “effective reading comprehension” for the purpose of promoting his pedagogy and ideological stance. The author’s assumptions and beliefs about entering college students, developmental reading instructors, reading instruction, and assessment are expressed in the “To the Instructor” sections, which are addressed to the instructor, the “Introduction” sections of the text, which are addressed to the student, the annotation notes addressed to the instructor, and the collective topics of the reading selections in the textbook.</i>					
2. Who (subjects) is involved?	Instructor, student, and reading textbook	Instructor, student, and reading textbook	Messages to the instructor are between the author and the instructor	The author is speaking and presenting information to the student		Author, instructor, student, textbook
Summary of Q2	<i>Throughout the sections examined, the subjects or participants involved were the text producer (author) and textbook, the instructor, and the student.</i>					

3.	What relationships (subject positions) are set up and enacted in the situation?	The textbook is positioned as the authority containing the most needed reading skills. The teacher is positioned as the expert authority in relation to students but the textbook, itself, holds the knowledge	The textbook is positioned as the authority containing the most needed reading skills. The teacher is positioned as the expert authority in relation to students but the textbook, itself, holds the knowledge	The author of the textbook is placed in the role of expert and authority with the instructor in a subordinate/student role. The author sets up this relationship via the presentation of his suggestions and guidance directed towards the instructor—a “how to” section	The author of the textbook is positioned as the authority, expert, and teacher with the student as a subordinate. The author sets up this relationship through the introduction. The book is also set up as an authority and teacher.		Textbooks are positioned as the authority containing both correct and incorrect answers, definitive answers. The teacher is also positioned as an authority in relation to the student. However, the author is instructing the teacher—making suggestions indicated an expert authority position in relation to the teacher
Summary of Q3		Throughout the selected sections of the textbook, the authority position predominantly shifted between the text producer and the textbook with the instructor and student in subordinate positions.					
4.	What network of texts are participants drawing upon?	This text is part of the historical networks of developmental education, literacy education, and, reading instruction	This text is part of the historical networks of developmental education, literacy education, and, reading instruction. The table of contents is also part of other textbook structures	This text is part of the historical networks of instructor’s manuals, handbooks, and guidebooks, and skills-based reading instruction, and textbook features in general	This text is part of the historical networks of textbook introductions, student guidebooks and handbooks, class syllabi, and skills-based, developmental reading instruction		This text is part of the historical networks of answer keys, instructor’s guides, and other annotated teacher’s edition textbooks
5.	Which presuppositions or assumptions are taken for granted as commonly held by participants?	Assumptions: college reading instruction is most effective using a step-by-step approach there are ten skills that lead to critical thinking and effective reading comprehension and better standardized test scores online instructional support is effective and valued	Assumptions: There is a particular sequence or hierarchy of reading concepts College reading instruction is something to be mastered Tests demonstrate reading mastery College reading instruction follows a specific sequence Students need to become better readers and thinkers Reading has connections to power	Assumptions: Skills-based reading instruction is the most effective way to teach to college students reading and critical thinking are skills there are ten widely recognized reading concepts essential to basic and advanced comprehension reading should be taught in a step-by-step approach reading concepts exist in a specific hierarchy or logical sequence many entering college students lack the reading and thinking skills necessary to complete coursework all students respond positively to high expectations all students respond positively to competition and peer pressure active learning and student engagement requires a multi-pronged approach to reading instruction online supplemental instructional resources enhance learning college reading instruction is taught through the use of a textbook supports the literacy-illiteracy construct	Assumptions: TV and video watching and reading have a negative relationship and appear to be mutually exclusive Skills-based reading instruction is the most effective way to teach to college students reading and critical thinking are skills there are ten widely recognized reading concepts essential to basic and advanced comprehension reading should be taught in a step-by-step approach reading concepts exist in a specific hierarchy or logical sequence many entering college students lack the reading and thinking skills necessary to complete coursework all students respond positively to high expectations all students respond positively to competition and peer pressure active learning and student engagement requires a multi-pronged approach to reading instruction college reading instruction is taught through the use of a textbook supports the literacy-illiteracy		Assumptions: interpretations of reading selections are either correct or incorrect answers reside in the text multiple choice assessment is an effective reading assessment tool there are definitive correct and incorrect answers the textbook answers are infallible the teacher is the authority college reading instruction is taught through the use of a textbook reading should be taught in a step-by-step approach
Discourse types:							

6.	What discourse types are drawn upon in the text?	Developmental education college reading instruction academic discourse advertising discourse textbook publishing	Table of contents academic textbook developmental education college reading instruction	Preface or Introduction instructor's manual, guidebook, handbook developmental education academic textbook college reading instruction literacy-illiteracy construct	academic textbook introduction student guidebook, handbook skills-based reading instruction developmental education		Textbook answer keys Skills-based reading instruction Standardized tests Developmental education Instructor's manuals
7.	Is there a significant mixing of discourses?	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse	Yes, there is a hybridization of discourse		Yes, there is a hybridization of discourse
Difference and change:							
8.	Are answers to questions 6 and 7 different for different participants?	Yes. Instructors and students may or may not recognize multiple discourses	Yes. Instructors and students may or may not recognize multiple discourses	Yes. Instructors may or may not recognize multiple discourses	Yes. Students and instructors may or may not recognize multiple discourses		Yes. Students and instructors may or may not recognize multiple discourses
9.	Do they change during the course of the interaction?	Yes.	Yes.	Yes.	Yes.		Yes.
Parts of Text Selected for Analysis		<i>Front and Back Cover</i>	<i>Table of Contents and Layout</i>	<i>Message/Preface to Instructor</i>	<i>Message to Student</i>		<i>Annotation for Instructors</i>
Stage 3: Explanation							
Social determinants:							
1.	What power relations at the situational (classroom) level help shape this discourse?	Relations of power between instructor and student, instructor and other colleagues, department	Relations of power between instructor and student, instructor and other colleagues, department	Relations of power between instructor and student, instructor and other colleagues, department	Relations of power between instructor and student, instructor and curriculum, student and textbook		Relations of power between instructor and student, instructor and curriculum, student and textbook
2.	What power relations at the institutional (local) level help shape this discourse?	Relations between instructor, department, division, Curriculum, ASCCC	Relations between instructor, department, division, Curriculum, ASCCC	Relations between instructor, department, division, Curriculum, ASCCC	Relations between instructor, department, division, Curriculum, ASCCC, college mission		Relations between instructor, department, division, Curriculum, ASCCC, college mission
3.	What power relations at the societal (state/national) level help shape this discourse?	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code	Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code		Relations of power between the ASCCC, the Chancellor's office, State Department of Education, Accreditation, US Department of Education, California Education Code
Ideologies:							
4.	What elements of members' resources (MR) which are drawn upon have an ideological character?	Assumptions about textbooks, academic literacy, developmental students, skills-based instructional practices, college, remediation	Assumptions about textbooks, developmental reading instruction and students, academic literacy, and teaching and learning	Assumptions about textbooks, approaches to skills-based teaching and learning, academic literacy, developmental reading instruction, college students, developmental students, reading instructors	Assumptions about textbooks, approaches to skills-based teaching and learning, academic literacy, developmental reading instruction, college students, developmental students, reading instructors, school experience, influence of media		Assumptions and beliefs about textbooks, approaches to skills-based reading instruction, assessment tools, standardized approaches to testing, developmental reading, college students
Effects:							
5.	How is the discourse positioned in relation to struggles at the situational (classroom) level?	The discourse is positioned as an authority, embodying a skills-based approach to college reading instruction in which instructors and students may or may not embrace	The discourse is positioned as an authority and what content is deemed the most effective, embodying a skills-based approach to college reading instruction in which instructors and students may or may not embrace	This discourse is positioned in way that supports the instructor as authority and in charge with the student as passive subordinate,	This discourse is positioned in way that supports the instructor and textbook as authorities and directors with the student as passive subordinate recipient		This discourse is positioned in way that supports the instructor and textbook as authorities and directors with the student as passive subordinate recipient Also sets up a correct/incorrect view of reading comprehension

6.	How is the discourse positioned in relation to struggles at the institutional (local) level?	This discourse is part of a required textbook approved by a department for use	This discourse is part of a required textbook approved by a department for use	This discourse reinforces the instructor role as authority but also supports an image of basic-skills faculty	This discourse reinforces the instructor role as authority, textbook as authority, student as low skilled subordinate, reading as a skill		This discourse reinforces the instructor role as authority, textbook as authority, student as low skilled subordinate, reading as a skill
7.	How is the discourse positioned in relation to struggles at the societal (state/national) level?	This discourse embodies a skills-based view of literacy and step-by-step approach to teaching and learning which may also be reflected at state and national levels	This discourse embodies a skills-based view of literacy, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels	This discourse embodies a skills-based view of literacy, literacy-illiteracy construct, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels	This discourse embodies a skills-based view of literacy, literacy-illiteracy construct, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels, students as low skilled passive readers, focused on media		This discourse embodies a skills-based view of literacy, literacy-illiteracy construct, step-by-step approach to teaching and learning, and a specific set of concepts deemed effective which may also be reflected at state and national levels
8.	Does it contribute to sustaining existing power relations, or transforming them?	If this discourse is accepted as an authority then it would contribute to sustaining the notion of teacher authority	If this discourse is accepted as an authority then it would contribute to sustaining the notion of teacher authority and a specific set of reading concepts as curriculum for all	This discourse contributes to sustaining existing traditional power relations between teachers and students and a specific set of reading concepts as curriculum for all	This discourse contributes to sustaining existing traditional power relations between teachers and students and a specific set of reading concepts as curriculum		This discourse contributes to sustaining existing traditional power relations between teachers and students and a specific set of reading concepts as curriculum for all

Appendix E

Table 37

CDA Stages 1, 2, & 3 Questions and Results for Data Set 2

Parts of Text Selected for Analysis	Abstract	Introduction	How to Use this paper	Planning the Course Outline of Record (COR)	Required Texts and other instructional materials
Stage 1: Description					
Vocabulary:					
1. What classification schemes are drawn upon?	Academic abstracts, educational policy documents	Formal introductions, educational policy documents	Educational policy documents, formal outlines and introductions	Educational policy documents, reference guides, style guide,	Educational policy documents, legal documents, summary, effective practices
Summary of Q1	Upon examination of the selected sections of this document, it became clear that both the language and style employed was representative of a combination of a more formal, academic classification scheme and a legal policy document.				
2. Are there words which are ideologically contested?	Core, central role, framework, regulatory intent	Defined legal standing, central role, internal and external influences, authority, expected, quality control, document	Neophyte, experienced, required, regulatory	Holistic, role, integrated, evaluated, effective, mastery, rigorous, regulatory intent, validate, methods, dictate, comply	Central role, key, requirements, effective practices, major work, fundamental, icons, regulatory, intensity, difficulty, successfully, skills, slower readers, principles
Summary of Q2	Throughout the selected sections of this document, the juxtaposition of key words, such as central role and regulatory intent, defined legal standing and quality control, neophyte and experienced, holistic and regulatory, and skills and slower readers appeared to create an ideological push and pull between the creative development of curriculum and regulatory power.				
3. Is there rewording or overwording?	Yes, curriculum, course outline, the paper, standards, regulation	Yes, course outline, central, core, guidance, standards, regulation, control	The paper, course outline, curriculum, development	Yes, course, mastery, course outline, integrate, student, regulation, comply	Yes—reading, integrated, text, effective, materials, learning, student
Summary of Q3	During the examination of the selected sections, key vocabulary appeared to be clustered together and repeated throughout the sections as a whole: curriculum, central, and core and standards, control, and regulation or regulatory.				
4. Are there markedly formal or informal words?	The Abstract is written using formal language	The Introduction is written using formal language	Formal language is used	Formal language is used	Formal language is used
Summary of Q4	The language used throughout each selected section of the document was formal, relating to the academic/legal policy classification schemes.				
5. What metaphors are used?	No	No	No	Fleshed out	No
Summary of Q5	During the examination of the selected sections, metaphors did not appear to be used with the exception of “fleshed out” used in the “Planning the Course Outline of Record” section. Even then, this was an isolated use of metaphor that did not continue in the text.				
Grammar:					
6. Is agency clear?	There is an absence of agency with “the paper” referred to as a form of agent	There is an absence of agency with “the paper or document” referred to as a form of agent	There is an absence of agency with “the paper” referred to as a form of agent	There is an absence of agency – unknown person is giving instructions	The course appears as the agent
Summary of Q6	During the examination of the selected sections of the document, agency shifted between the text also called “the paper” and the text producers.				
7. Are sentences active or passive?	Sentences are active	Sentences are active	Sentences are active	Sentences are active	Sentences are active
Summary of Q7	Throughout the selected sections of the document, active sentence construction is employed.				
8. Are sentences positive or negative?	Sentences are positive	Sentences are predominantly positive	Sentences are predominantly positive	Sentences are predominantly positive	Sentences are predominantly positive
Summary of Q8	Throughout the selected sections of the document, active, positive sentence construction is employed.				
9. What modes (declarative, grammatical question, imperative) are used?	declarative	declarative	declarative	Declarative and imperative	Declarative
Summary of Q9	The majority of the selected sections of the document employ the declarative mode.				
10. What are the markers of modalization?	None	must	should	Should, must, will, may	Should, may, will
Summary of Q10	While the Abstract is free of modalization, the remaining sections contained the often repeated modal verbs: must, should, will, and may. Although this document is presented as a reference guide for developing course outlines, modals are frequently used to emphasize obligation rather than suggestion.				
11. Are the pronouns we and you used, and if so, how?	No	We is used to refer to the ASCCC members who drafted the paper	No	Yes, we includes drafters of paper and reader	No
Summary of Q11	During the examination of the selected sections of the document, the use of “we” was employed, not as a means of including the reader in some form of agreement but to establish the text producers, the drafters of the document as the authority thereby positioning the reader as subordinate.				
12. What cohesive features are used in the	The repetition of “the paper” as the	The repetition of “course outline of	The section is structured in the form	The section is structured in a	The section is structured using bulleted list,

text?	topic of the abstract	record", "this paper", and "this document" are used as topics for each paragraph Transitions like "also"	of an outline with each paragraph transitioning to the next in a sequence, the repetition of topics "the paper", "course outline", and "section create"	loose sequence of planning instructions, transitions like "also" are use as well as topic repetition—course, course outline	subheadings, summary, repetition of course and coursework as topics
Summary of Q12	<i>Upon examination of the selected sections of the document, particular cohesive features came to light. The use of repetition in reference to the document as "the paper" and course outline and curriculum maintained the focus of the document as a whole. In addition, the sections were introduced in a sequence, one that was intended to guide the reader/the COR developer from the beginning of the process to the end.</i>				
Textual structures:					
13. What larger-scale structures does the text have?	The Abstract is part of a larger educational policy paper	The Introduction is part of a larger educational policy paper	This section of the paper is part of the larger educational policy paper	This section of the paper is part of the larger educational policy paper	This section of the paper is part of the larger educational policy paper and Title 5 CA Ed Code
Summary of Q3	<i>All selected sections of the document are elements of a larger educational policy paper with ties to an even larger text structure—Title 5 of the California Education Code.</i>				
Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 2: Interpretation					
Context: <i>Situational & Intertextual</i>					
1. What is going on? (activity, topic, purpose)	The text is a summary of an educational policy paper drafted by the ASCCC, the topic is California community college curriculum-course outline of record for the purpose of providing a framework or guidelines for CCCS faculty	The Introduction defines and outlines what a course outline of record is, its role in relation to curriculum, community college governing bodies, faculty, and the Academic Senate	This section of the paper briefly outlines each section of the entire document, explaining who the paper is intended for (curriculum developers) and how to use each section of the overall document	This section of the paper outlines consideration and guidelines for planning and writing a course outline of record for faculty in need of specific guidance in the process	This section defines what constitutes effective course materials including textbooks
2. Who (subjects) is involved?	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, UC, CSU, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, UC, CSU, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, Chancellor's office, ACCJC, CA Ed code Title 5	CCCS faculty, administrators, staff, ASCCC, CA Ed code Title 5, students
3. What relationships (subject positions) are set up and enacted in the situation?	The Abstract sets up "the paper" as the authority with faculty as receivers and compliant	The Introduction sets up "the paper" and the ASCCC as the authorities with faculty as receivers and compliant	This section sets up "the paper" and the ASCCC as the authorities with faculty as receivers and compliant	This section is written as an authority presenting guidance, instruction to faculty and staff members in need of COR guidelines	This section sets up the course itself as an authority with agency dictating what faculty must do in order to comply with guidelines and regulatory requirements, educational policies already in place
4. What network of texts are participants drawing upon?	Academic abstracts, educational policy, curriculum guides, CORs, CA Ed Code Title 5, previous Academic Senate papers	Academic abstracts, educational policy, curriculum guides, CORs, CA Ed Code Title 5, previous Academic Senate papers	Academic and educational policy papers, CORs, CA Code Title 5, previous Academic Senate papers	Academic and educational policy papers, CORs, CA Code Title 5, previous Academic Senate papers	Academic and educational policy papers, CORs, CA Code Title 5, other Academic Senate publications related to community college curriculum, California articulation policies and procedures
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?	Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority	Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority	Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority There is a need for a guide of this type	There is a need for a guide of this type Curriculum is the core of education COR plays a central role to the CCCS A regulatory process for curriculum should exist ASCCC is accepted authority	Learning constitutes skills Primary texts embodies fundamental theories and practices of a subject area Curriculum is the core of education COR plays a central role to the CCCS

					A regulatory process for curriculum should exist ASCCC is accepted authority Effective practices include the use of textbooks Reading is a skill Developmental students are slow readers
Discourse types:					
6. What discourse types are drawn upon in the text?	Academic abstract Educational policy CCCS ASCCC	Academic reports, papers Educational policy CCCS ASCCC	Academic reports, papers Educational policy CCCS ASCCC	Academic reports, papers Educational policy CCCS ASCCC Curriculum planning guidelines	Academic reports, papers Educational policy CCCS ASCCC Curriculum planning guidelines CA Ed Code Skills-based reading
7. Is there a significant mixing of discourses?	Yes	Yes	Yes	Yes.	Yes.
Difference and change:					
8. Are answers to questions 6 and 7 different for different participants?	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes—faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse
9. Do they change during the course of the interaction?	Yes	Yes	Yes	Yes	Yes
Parts of Text Selected for Analysis	<i>Abstract</i>	<i>Introduction</i>	<i>How to Use this paper</i>	<i>Planning the Course Outline of Record (COR)</i>	<i>Required Texts and other instructional materials</i>
Stage 3: Explanation					
Social determinants:					
1. What power relations at the situational (classroom) level help shape this discourse?	CORs dictate course curriculum. Although adhering to COR is mandatory, faculty may or may not comply Instructors may alter curriculum based on student interaction, creating resistance	CORs dictate course curriculum. Although adhering to COR is mandatory, faculty may or may not comply Instructors may alter curriculum based on student interaction, creating resistance	CORs dictate course curriculum. Although adhering to COR is mandatory, faculty may or may not comply Instructors may alter curriculum based on student interaction, creating resistance	COR planning is regulated by Title 5 law which dictates the elements that must be included Although adhering to COR is mandatory, faculty may or may not comply Instructors may alter curriculum based on student interaction, creating resistance	Faculty pedagogy, department policies, student abilities and resistance, faculty choices made regarding how much of the text(s) and other instructional materials are used
2. What power relations at the institutional (local) level help shape this discourse?	instructors, departments, Curriculum committee, board of trustees, Academic Senate, administration	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,	Faculty, departments, curriculum committee, board of trustees, Academic Senate, administration,
3. What power relations at the societal (state/national) level help shape this discourse?	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate	CCC Chancellor's office, CA Ed Code-Title 5, ACCJC, CSU & UC systems, state Academic Senate
Ideologies:					
4. What elements of members' resources (MR) which are drawn upon have an ideological character?	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC,	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office, and educational policy	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental education, familiarity with ASCCC, Chancellor's office,	Assumptions regarding textbooks, curriculum, reading instruction, literacy, developmental

	education, familiarity with ASCCC, Chancellor's office, and educational policy	Chancellor's office, and educational policy		and educational policy	education, familiarity with ASCCC, Chancellor's office, and educational policy
Effects:					
5.	How is the discourse positioned in relation to struggles at the situational (classroom) level?	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body,	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body,	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body,	The discourse is positioned as an authority sanctioned by the ASCCC, a governing body The discourse operates as a means of regulation
6.	How is the discourse positioned in relation to struggles at the institutional (local) level?	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration, Board of Trustees, and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration, Board of Trustees, and faculty	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with the local administration, Board of Trustees, and faculty The discourse operates as a means of regulation
7.	How is the discourse positioned in relation to struggles at the societal (state/national) level?	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code Title 5 identifies specific curricular elements that must be contained within a COR	The discourse represents policy created by the ASCCC, a faculty governing body, that works in conjunction with Chancellor's office, CSU & UC systems, CA Ed Code Title 5 identifies specific curricular elements that must be a part of required texts and instructional materials of a course
8.	Does it contribute to sustaining existing power relations, or transforming them?	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations

Appendix F

Table 38

CDA Stages 1, 2, & 3 Questions and Results for Data Set 3

CDA Stages – Questions for Analysis (Data Set 3: California Education Code, Sections 66400-66410)						
Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66408-66409	66410
Stage 1: Description						
Vocabulary:						
1. What classification schemes are drawn upon?	Legal statutes	Legal statutes	Legal statutes	Legal statutes	Legal statutes	Legal statutes
Summary of Q1	The classification scheme that defines all selected sections of the document is the legal statute.					
2. Are there words which are ideologically contested?	Textbook, preference, disclose, affordability, instructional materials, lawmakers	Textbook, policies, contemporary	Transparency, textbook, standard, authority, disclosure, solicit	Textbook, product,	Textbook, affordable, significant, consistency, standardized, rigorous, approval, disabilities, competitive, high-quality,	Textbook,
Summary of Q2	Throughout the selected sections of the document, the word “textbook” is juxtaposed with words, such as affordability, contemporary, standard, product, rigorous, and transparency.					
3. Is there rewording or overwording?	Yes, the use of textbook and encourage, cost	Yes, textbook	Yes, textbook, publisher, adopter, faculty	Yes, textbook, product, publisher	Yes, textbook, open-source, the council, materials	Yes, textbook
Summary of Q3	Throughout the selected sections of the document, the word “textbook” is emphasized, which is logical considering the focus of the document is Academic materials. At the same time, this also illustrates the connection between the more generalized term “academic materials” and the equating of the textbook with academic materials. It is important to note that the majority of the selected sections also emphasize cost, production, publisher, and availability.					
4. Are there markedly formal or informal words?	Formal and legalistic	Formal and legalistic	Formal and legalistic	Formal and legalistic	Formal and legalistic	Formal and legalistic
Summary of Q4	The language of all selected sections of the document is formal and legalistic in design.					
5. What metaphors are used?	Commodity or product	Commodity or product	Commodity or product	Commodity or product	Commodity or product	Commodity or product
Summary of Q5	Throughout the selected sections of the document, textbooks are referred and/or related to a product, a commodity that is bought and sold. This overarching metaphor of product relates to academic materials, which relates to curriculum.					
Grammar:						
6. Is agency clear?	Legislative bodies appear to have agency at times and at other times agency is absent	Legislative bodies appear to have agency at times and at other times agency is absent	Agency appears absent—an unknown agent outside the text	Agency appears absent—an unknown agent outside the text	Agency appears absent—an unknown agent outside the text directing or demanding action on the part of the California Open Education Council	Agency appears absent—an unknown agent outside the text demanding or requiring certain conditions be met in order to sell textbooks at UC, CSU, CCC, and private post-secondary educational institutions
Summary of Q6	Throughout the selected sections of the text, agency shifts between the legislative body and the absence of agency where the agent appears to be unknown yet demanding or requiring certain action to be taken or conditions to be met.					
7. Are sentences active or passive?	Combination of active and passive	Active	Combination of active and passive	Combination of active and passive	Combination of active and passive	Combination of active and passive
Summary of Q7	Both active and passive sentences are presented throughout the selected sections of text.					
8. Are sentences positive or negative?	Positive	positive	Combination of both	Positive	Positive	Combination of both
Summary of Q8	The majority of the sentences presented in the selected sections of the document are positive rather than negative.					
9. What modes (declarative, grammatical question, imperative) are used?	Declarative and imperative	Declarative	Declarative and imperative	Declarative and imperative	Declarative and imperative	declarative
Summary of Q9	Both the declarative and imperative modes are employed in the selected sections of the document.					
10. What are the markers of modalization?	shall	Shall	Shall	Shall	Shall	Shall
Summary of Q10	The use of the modal verb “shall” is repeatedly used to indicate obligation to either take action or comply. Much of the text is made up of directives.					

11. Are the pronouns we and you used, and if so, how?	No	No	No	No	No	No
Summary of Q11	The pronouns "we" and "you" were not used in the document.					
12. What cohesive features are used in the text?	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure	Enumeration and outline structure
Summary of Q12	In following with the legal statutes classification scheme, the cohesive features employed included the consist use of enumeration, formal outline structure, and the use of the modal verb "shall."					
Textual structures:						
13. What larger-scale structures does the text have?	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative	Legislative statutes within California Education Code and legislative
Summary of Q13	The selected sections of the document are smaller elements of a larger body of legislative statutes under Title 3 of the California Education Code.					
Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 2: Interpretation						
Context: Situational & Intertextual						
1. What is going on? (activity, topic, purpose)	-Declaration by the California Legislature that production and pricing of college textbooks warrants scrutiny due to impact on the quality and affordability of higher education -State of California urges textbook publishers to take five actions related to textbook adoption, accessibility, and affordability -Legislature requests several actions pertaining to textbook affordability-controlling costs -Legislature encourages private institutions to do the same	Trustees of CSU and Regents of UC are asked to review policies related to the selection of textbooks by faculty for the purpose of allowing faculty the latitude of publication dates as long as textbook is accessible and current in discipline content.	This section outlines the College Textbook Transparency Act definitions of terms rules and considerations for textbook adopters (faculty) rules for publishers providing transparency related to textbook content changes, cost changes, copyright information, instructor's editions rules for campus bookstores that pertain to the selling or trading of teacher's editions and self-published textbooks	This section outlines rules for publishers regarding products provided including available formats	-This section outlines the establishment of the California Open Education Resources Council and what it is tasked with accomplishing in relation to open source textbooks and materials affordability, accessibility, and content quality -Also tasked with focusing only on lower division courses that with high enrollment	This section presents a rule, demand with deadline that any parties that publish textbooks shall make textbooks available in electronic format.
2. Who (subjects) is involved?	California Legislature, Trustees of CSU, Regents of UC, Governors of CCC, faculty, textbook publishers, and students	Trustees of CSU, Regents of UC, and faculty	Legislature, faculty, textbook publishers, students	Legislature, textbook publishers	Members of the California Open Education Resources Council, Intersegmental Committee of the Academic Senates of UC, CSU, and CCC systems, students, Legislature, Governor, faculty,	Textbook publishers, UC, CSU, CCC systems
3. What relationships (subject positions) are set up and enacted in the situation?	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers, the CSU, UC, and CCC systems, faculty, and students	This section sets up the California Legislature as the authority dictating actions on the part of the CSU, UC, systems, faculty,	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers, faculty, campus bookstores	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers, faculty	This section sets up the California Legislature as the authority dictating actions on behalf of the California Open Education Resources Council, Intersegmental Committee of the Academic Senates of UC, CSU, and CCC	This section sets up the California Legislature as the authority dictating actions on the part of textbook publishers selling textbooks in the UC, CSU, and CCC systems
4. What network of texts are participants drawing upon?	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials Section 508 of federal	Title 3: Post-Secondary Education Division 5, part 40, chapter 6: Academic materials

					rehabilitation accessibility act of 1973	
5. Which presuppositions or assumptions are taken for granted as commonly held by participants?	Textbooks are a necessary part of college instruction Production and pricing of textbooks deserves attention California Legislature has ability to influence textbook production, adoption, distribution, and access within public higher education systems Access and cost of textbooks is problematic Publishers will comply Faculty will abide by guidelines or requests Students will avail themselves of textbook options like renting, swapping, electronic versions	Textbooks are a necessary part of college instruction California Legislature has ability to influence textbook decisions made in UC and CSU systems	Textbooks are a necessary part of college instruction Adopters will consider cost as part of textbook selection California Legislature has ability to influence textbook production, adoption, distribution, and access within public higher education systems Campus bookstore will comply Publishers will comply	Textbooks are a necessary part of college instruction Publishers will comply California Legislature has ability to influence textbook production, adoption, distribution, and access within public higher education systems	Textbooks are a necessary part of college instruction Digital resources are effective and will control textbook costs Open source textbooks are lower in cost, more flexible, and dynamic than traditional textbooks	Textbooks are a necessary part of college instruction Electronic format textbooks are necessary Publishers will comply
Discourse types:						
6. What discourse types are drawn upon in the text?	Legal statutes Educational policy ASCCC UC, CSU, CCC	Legal statutes Educational policy ASCCC UC, CSU, CCC	Legal statutes Educational policy ASCCC UC, CSU, CCC	Legal statutes Educational policy ASCCC UC, CSU, CCC	Legal statutes Educational policy ASCCC UC, CSU, CCC	Legal statutes Educational policy ASCCC UC, CSU, CCC
7. Is there a significant mixing of discourses?	Yes	Yes	Yes	Yes	Yes	Yes
Difference and change:						
8. Are answers to questions 6 and 7 different for different participants?	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse	Yes-- faculty senate members and non-members may interpret discourses differently Level of exposure to educational policy may also alter one's relationship to discourse
9. Do they change during the course of the interaction?	Yes	Yes	Yes	Yes	Yes	Yes
Parts of Text Selected for Analysis	66406	66406.5	66406.7	66407	66409	66410
Stage 3: Explanation						
Social determinants:						
1. What power relations at the situational (classroom) level help shape this discourse?	The California Legislature is tasking textbook publishers, UC, CSU, and CCC systems, faculty, and students to consider low cost and access alternatives	CSU, UC are being asked by the California Legislature to revise educational policies related to textbook selection for transfer and general education courses	The College Textbook Transparency Act discourse is shaped by faculty, campus bookstores, students, publishers, and lawmakers	Faculty, students, campus bookstores, and publishers interaction in relation to legislative educational policy	Faculty, students, library and technology staff, Disabled students program staff shape the discourse of open source textbook options	Faculty, students, campus bookstores, and publishers interaction in relation to legislative educational policy
2. What power relations at the institutional (local) level help shape this discourse?	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees,	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees,	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees,	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees, Relationships between CSU, UC,	Faculty, departments, campus bookstores, publishing reps, ASCCC, Curriculum committee, administration, Board of Trustees,

	between CSU, UC, and CCC systems	Relationships between CSU, UC, and CCC systems	Relationships between CSU, UC, and CCC systems	Relationships between CSU, UC, and CCC systems	and CCC systems	Relationships between CSU, UC, and CCC systems
3. What power relations at the societal (state/national) level help shape this discourse?	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees	California Legislature, California statutes within CA Ed Code, State Academic Senate, CSU, UC, and CCC administration, publishers, state and national committees
Ideologies:						
4. What elements of members' resources (MR) which are drawn upon have an ideological character?	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers	Assumptions regarding textbooks, curriculum, higher education, familiarity with ASCCC, educational policy, Use of open source instructional materials, Technology, publishers
Effects:						
5. How is the discourse positioned in relation to struggles at the situational (classroom) level?	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking systems, faculty, to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks	The discourse in this section is positioned as the authority tasking publishers, systems, faculty, students, and campus bookstores to take specific actions regarding textbooks
6. How is the discourse positioned in relation to struggles at the institutional (local) level?	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration	The discourse is positioned as authority and legislative policy in relation to faculty, ASCCC, departments, administration
7. How is the discourse positioned in relation to struggles at the societal (state/national) level?	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production	The discourse is positioned as authority and legislative policy tasking CSU, UC, and CCC systems, textbook publishers to take specific actions regarding textbook access, selection, distribution, production
8. Does it contribute to sustaining existing power relations, or transforming them?	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations	As educational policy, the discourse appears to sustain existing power relations