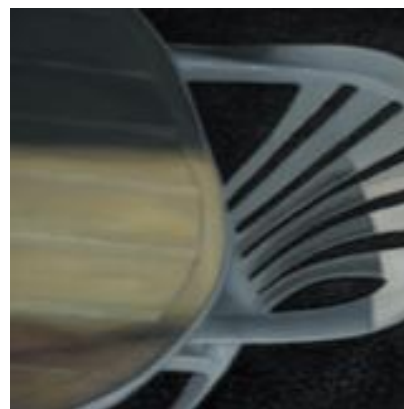


# ERAM 557: Meaning Patterns (Interpretive Research Methods)

## Spring B 2024



### INSTRUCTORS AND TEACHING ASSISTANTS

**Instructor:** Dr. Mary Kalantzis; [kalantzi@illinois.edu](mailto:kalantzi@illinois.edu)

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### COURSE SCHEDULE AND OFFICE HOURS

**Synchronous Session: Mondays 5:30-6:30 pm US Central time.**

Zoom link: <https://illinois.zoom.us/j/86589469346>

Meeting ID: 865 8946 9346 Passcode: 535

Find your local number: <https://illinois.zoom.us/u/kj3FuRX4s>

**Office Hours: 4:30-5:30 pm US Central time** (same Zoom link as above)

### COURSE DESCRIPTION

This course addresses the ways in which knowledge is represented, with special reference to the knowledge representations of teachers and learners. Its interdisciplinary bases are functional linguistics, semiotics, philosophy, history of ideas, media/communication studies, and ontology in computer science. The focal point of the course is the five questions about meaning posed by Cope and Kalantzis in their transpositional grammar: “what is this about?” (reference); “who or what is doing this?” (agency); “what holds this together?” (structure); “how does this fit with its surroundings?” (context); and “what is this for?” (interest). Along these lines of inquiry, a transpositional grammar addresses language, image, embodied action, object and space. “Transposition” refers to the movement across these various forms of meaning, intensified in the era of pervasively multimodal, digitally-mediated communications. Applied to education, not only does this provide a valuable heuristic to reframe literacy teaching and learning (the original impulse for the development of this grammar). It also offers an integrated account of meaning-to-learn across all subject areas, including pedagogical content knowledge and learner knowledge representations. Conceived in the broader terms of social-scientific research methods, transpositional grammar is an attempt to overcome the narrowness and logocentrism of “the language turn” which dominated social sciences in the twentieth century. In a practical sense, semiotics of the kind explored in this course also provides tools for reading and interpreting multimodal texts and research data.

### SYLLABUS AND COURSE MATERIAL

All course materials, including instructor videos and assignment details can be found within the *CGScholar platform*, both through the course learning module and the term-specific community. The interactive syllabus can be found on the LDL program website: <https://ldlprogram.web.illinois.edu>. PDF versions of the website are included on the following pages.

[Course Community link](#) (View course content as individual posts and submit work)

[Learning Module link](#) (See all course content on a single page)

[Oral/Video Presentation Sign-up Sheet](#)

[Work Type Sign-Up Sheet](#)

[Update 5: The Canvas of Feedback](#)

[Update 6: Peer Collaboration, Self-Reflection, and AI Review](#)

### TERM SCHEDULE AND ADMIN UPDATE TOPICS

Week #	Week Start and Synchronous Session	Week End (and typically due date by 11 p.m. CT)	Course Topic(s)
Pre-Week 1	N/A	March 11th	0. New LDL Course Participant Onboarding, if applicable
<b>Week 1</b>	March 11th	March 17th	1A. On Interpretive Methods and the Meaning of Meanings
<b>Week 2</b>	March 18th	March 24th	1B. Recent Publications by Cope and Kalantzis
<b>Midweek 2</b>		March 20th	
<b>Week 3</b>	March 25th	March 31st	2. Reference

<b>Week #</b>	<b>Week Start and Synchronous Session</b>	<b>Week End (and typically due date by 11 p.m. CT)</b>	<b>Course Topic(s)</b>
<b>Week 4</b>	April 1st	April 7th	3. Agency
<b>Week 5</b>	April 8th	April 14th	
<b>Midweek 5</b>		April 10th	4. Structure
<b>Week 6</b>	April 15th	April 21st	5. Context
<b>Week 7</b>	April 22nd	April 28th	6. Interest
<b>Week 8</b>	April 29th	May 8th	All Work Due in order to receive a final grade by the deadline