# Research Studies in English Language Arts Education

# Fall 2019

**Course**: CTSE 7516, Research Studies in ELA Education

Directed Study

NOTE: We will make use of both face-to-face and online/virtual meetings. See the course calendar for specifics.

**Instructor**: Mike Cook, Assistant Professor of English Education

**Office**: 5056 Haley Center

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**Email address**: [mpc0035@auburn.edu](mailto:mpc0035@auburn.edu)

Email is the best way to contact me. I will do my best to respond within 24 hours.

**Office hours**: \*\* **Wednesdays 4:00-5:00.** Other hours by appointment. Virtual appointments possible.

**Course Objectives:**

This class will introduce you to key lines of inquiry in ELA and literacy research. My goals, expressed informally here, are for you to become famliar with major research organs/publications in the ELA field; learn to read, apply, and evaluate research; generate a research question/problem of interest that you will pursue independently in this course; reflect on how reading and digesting research can help you design curriculum and orchestrate instructional space to meet the needs of diverse students. During several of our class sessions, you will have a chance to meet and dialogue with ELA researchers working at institutions of higher learning across the country. Most importantly, my hope is that you will relish the opportunity to read, think, and learn. Some readings may baffle you, or test your patience, or challenge your worldview – I hope you will bring your questions, frustrations, and tentative answers to the table so that we can begin the difficult but rewarding work of thinking and reading together.

**Readings:**

Articles as pdf files are available on Canvas.

\*Note that readings will be added throughout the semester as necessary. I will keep you informed of changes.

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# Expectations & Policies:

I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities.

**Absences**. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

You are allowed *one* unexcused absence during our course without penalty. More than one unexcused absence will result in a loss of participation points and lower your final course grade.

**Tardies**. Make every effort to be on time for class in Haley. Coming in late, no matter how quiet you try to be, will be a disruption.

**Make-up work**. If you are absent, you are still responsible for turning in work that’s due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence.

**Note**: Full credit will not be given for work missed due to an unexcused absence.

**Late work**. I do not give full credit for work turned in late. The penalty is half a letter grade per day. Work is late if it’s not ready at the start of class on the specified due date or if it is not sent electronically on the due date.

**University rules**. I abide by all university rules, including those concerning academic honesty and harassment/discrimination.

**Academic Honesty Policy.** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Accommodations**. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096.

# Contingency statement

If there is an emergency and I am to be absent from class, I will make every effort to send you an email message ahead of time (or have one sent to you by a departmental assistant).

If the university closes for emergency or crisis situation, I may have to modify the syllabus, the course plans, and other assignments. If this happens, I will replace the original assignment schedule with one having an addendum. I’ll do the same to assignments already published.

**Professionalism.** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

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**Grade Distribution:**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

**Course Requirements/Evaluation:**

Weekly Reading Journal: 40%

Annotated Bibliography: 30%

Synthesis Paper: 30%

**Weekly Reading Journal: 40%**

Participation is ongoing and the most important component of the course. Participation, for this directed study, consists of careful reading of assigned texts and using your reading journal to pose/share your questions, insights, and criticism of readings and emerging issues. This includes taking risks in your writing and thinking. For this weekly assignment, you are asked to (1) contribute 300-500 words for each entry and (2) engage in rigorous academic reflection on and dialogue with your readings.

A major component of this course will be reading the research of others and in some cases, viewing videos of them discussing their research. Each “Author of the Week” has supplied one (or more) of their own articles and an article or two they feel pairs well with/supports their work. This, then, is an opportunity to read a curated collection of research and theory from a variety of scholars in our field. From this, I hope you walk away with a better understanding of research and academic discourse/writing in ways that aid you through your doctoral program and your career.

**Annotated Bibiography: 30%**

As a final product, an annoted bibliography brings together your reading and evaluation of articles on a particular research problem/question. You will be required to summarize and evaluate 10-12 research articles (not including those we read together for class) that address your problem/question. We will discuss this assignment in detail during class. More information is available on Canvas.

Consult the Purdue Online Writing Lab for genre information and writing/APA formatting guidelines.

<https://owl.english.purdue.edu/owl/resource/614/01/>

**Stages of the Annotated Bibliography Assignment Include:**

Research interest overview **(Sept. 8th)**

Target Research Question + Rationale Statement + 5 Articles/Abstracts **(Sept. 29th)**

Final Annotated Bibliography **(Nov. 17th)**

**Synthesis Paper (Review of Research): 30%**

The synthesis paper (review of research) presents an overview and evaluation of your research problem/issue; and presents a rationale for further inquiry and action. As a result of your research and synthesis writing, you should pose a research question (emerging from and building on your initial question and research) that can be pursued in another course or in your own research/teaching. We will discuss the synthesis paper throughout the term. 6-8 pages in length. More information is available on Canvas.

**Synthesis Paper: Due Dec. 1st**

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**Course Schedule**

(subject to adjustment as needed)

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| Week 1 | Course Introduction  The Question of “Good” Research | Hostetler, “What is “Good” Education Research?” | Reading Journal Entry |
| Week 2 | Introduction to Research Issues in ELA  Research on Classroom Practice | Smith & Stock, “Issues and Trends in Research in the Teaching of ELA”  Brass & Burns, “Research in Secondary English, 1912-2011” | Reading Journal Entry  Read course assignment sheets and email any questions you have. |
| Week 3 | Critical Pedagogy (of Privilege and Oppression)  *Author of the Week: Dr. Jill Ewing Flynn*, *University of Delaware* | Flynn, “Critical Pedagogy with the Oppressed and the Oppressors: Middle School Students Discuss Racism and White Privilege”  Flynn, “Discussing Race and Culture in the Middle-School Classroom: Scaffolding Critical Multiculturalism” | Reading Journal Entry  **Share Research Interest Topic Idea(s) (via email by Sept. 8)** |
| Week 4 | Multimodal Literacy and Non-Traditional Literacy Sponsors/Practices  *Author of the Week: Dr. Mike Cook* | Cook & Sams, “A Different Kind of Sponsorship: The Influence of Graphic Narrative Composing on ELA Pre-Service Teachers’ Perceptions of Writing and Literacy Instruction”  Cook, “ELA Teachers & Whiteness: Barriers to Teacher Agency Development” | Reading Journal Entry |
| Week 5 | Censorship, Portrayal, and YAL  *Author of the Week: Dr. Ashley Boyd, Washington State University* | Boyd & Darragh, “Complicating Censorship: Reading *All American Boys* with Parents of Young Adults:  Boyd & Bereiter “’I Don’t Really Know What a Fair Portrayal Is and What a Stereotype Is’: Pluralizing Transgender Narratives with Young Adult Literature” | Reading Journal Entry |
| Week 6 | Canons, Culture, and Tensions  *Author of the Week: Dr. Jeanne Dyches*, *Iowa State University* | Dyches, “Critical Canon Pedagogy: Applying Disciplinary Inquiry to Cultivate Critical Consciousness”  Dyches, “Shaking Off Shakespeare: A White Teacher, Urban Students, and the mediating Powers of a Canonical Counter-Curriculum” | Reading Journal Entry  **DUE Sept. 29: Target Research Issue/Question Due**  **(Rationale Statement + 5 Selected Articles with Abstracts)** |
| Week 7 | Backchanneling and ELA  *Author of the Week: Dr. James Chisholm, University of Louisville* | Chisholm, “Using Backchanneling Technology to Facilitate Dialogic Discussions about Literature” | Reading Journal Entry |
| Week 8 | LGBTQ Ally Work and Queering Intersectional Literacies  *Author of the Week: Dr. Stephanie Shelton, University of Alabama* | Shelton, “A Narrative Examination of Sociocultural Factors’ Effects on LGBTQ Teacher Ally Work”  Shelton, “Queering Intersectional Literacies to Redefine Female Sexualities: A Case Study” | Reading Journal Entry |
| Week 9 | Reimagining Writing with/in Historically Marginalized Communities  *Author of the Week: Dr. Latrise Johnson, The University of Alabama* | Johnson, “Changing the World with Our Word: Talk, Text, and Extended Pre-Writing to Engage Secondary Students”  Muhammad, “Searching for Full Vision: Writing Representations of African American Adolescent Girls”  Ife, “Powerful Writing: Promoting a Political Writing Community of Students” | Reading Journal Entry |
| Week 10 | Social Positioning in Literacy Performances | Moje & Luke: “Literacy and Identity: Examining the Metaphors in History and Contemporary Research”  Thein et al., “Exploring the Significance of Social Class Identity Performance in the English Classroom” | Reading Journal Entry |
| Week 11 | Dismantling the School to Prison Pipeline  *Author of the Week: Dr. David Kirkland, New York University* | Kirkland, “A Dance of Bars: Rethinking the Role of Literacy Education in the Age of Mass Incarceration” | Reading Journal Entry |
| Week 12 | Pedagogies of Place  Place Based Education | Gruenewald, “A Critical Pedagogy of Place”  Esposito, “Where to Begin? Using Place-Based Writing to Connect Students with their Local Communities”  Bruce, “Green(ing) English: Voices Howling in the Wilderness?” | Reading Journal Entry |
| Week 13 | Affect, Love, Resistance  (Unbearable Knowledge) | Enriquez, “Embodiments of ‘Struggle’”  Boldt, “Resistance, Loss, and Love in Learning to Read”  Thein et al., “Examining Emotional Rules in the English Classroom” | Reading Journal Entry  **Due Nov. 17: Annotated Bibliographies** |
| Week 14 | Thanksgiving Holiday | No Reading | No due assignments |
| Week 15 | Working on Synthesis Papers | No readings assigned; continue reading the research for your paper | No due assignments |
| Week 16 | Working on Synthesis Papers | No readings assigned; continue reading the research for your paper | **DUE Dec. 1: Synthesis Papers** |