**AUBURN UNIVERSITY SYLLABUS**

**Spring 2011**

**Course Number:** CTSE 7510

**Course Title:** Research Studies--English Language Arts

**Credit hours:**  3 semester hours

**Prerequisites:**  Graduate Standing

**Corequisites:**  None

**Room:** Haley 2461

**Time:** Mondays and Wednesdays 1:00-2:30

**Instructor:** Alyson Whyte

**Office:** 5076 Haley Center

**Office Phone:** 844-6889 (let it ring a while for voicemail; am in office Mondays and Tuesdays)

**Office Hours:** M 7:50-8:30 a.m. (drop-in), M 3:45-5:45 p.m. (by sign-up), T 7:50-8:30 a.m. (drop-in), T 3:00-4:40 (by sign-up)

**Email:** [whyteal@auburn.edu](mailto:whyteal@auburn.edu) (please allow 2 business days)

**Date syllabus prepared:** December 2004; reviewed and updated January 2011 by Dr. Alyson Whyte

**Texts:** There are three primary texts for this course: (1) writing workshop at Loachapoka High School in an eighth grade class one afternoon a week; (2) Lapp, D. and D. Fisher (Eds.) (2011). *Handbook of research on teaching the English language arts*, 3rd ed. New York: Routledge, which you are expected to bring with you to all of the class sessions held in 5076 Haley; and (3) the National Council of Teachers of English monthly *English Journal*, which you are expected to bring with you to all of the class sessions held in 5076 Haley.

**Materials:** I will expect you to keep all your class work (word-processed except when specified) in **a three-ring course notebook, at least 3” deep**, dedicated to that purpose. Do not throw away any piece of paper you have done any work upon for this class. Instead, store all your work in chronological order (sections are okay, if you find them helpful) in your course notebook. You will also want to have a copy of **the APA manual**, and you will want to have access to a **college dictionary and thesaurus**.

If you are not already a member of NCTE, you are required to have a **membership in the National Council of Teachers of English (secondary section, including subscription to *English Journal*).**

You are required to obtain and carry with you to each writing workshop at Loachapoka **a simple stool, at chair height**. You will need **a one-subject spiral notebook** for making field notes in the Loachapoka High School writing workshop. Sometimes you will keep this spiral notebook in your three-ring course notebook; sometimes you will show it to me/turn it in to me to check; and sometimes, as the course notebooks become bulky, you may decide to carry and use it separately from the three-ring course notebook.

You are required to obtain **a style 2 button carrying the College of Education logo and your professional name** (your preferred title, such as “Ms.,” “Mrs.,” Miss,” “Mr.,” and your surname (not your first name). This button serves as your ID badge during writing workshop at Loachapoka High School, saving the school office staff’s time and the school expensive consumable materials, such as adhesive nametags.

You must have **documentation of a negative TB test less than a year old** to participate in the class sessions at Loachapoka High School. If you don’t have the documentation, you need to take steps to get it ASAP. The medical clinic on campus does TB testing, as does the Lee County Health Department. Without current proof, you cannot participate in the required class sessions at Loachapoka High School. (If you are interning in the fall, you can use the documentation for internship.)

**Course Description:**

The *Auburn University Bulletin* describes this class as the following:

Research methodology, landmark studies, critique and application of research in the area of specialization.

This class focuses on the history of, methods of, issues in, and findings from educational research concerning English language arts. The primary purpose is not “how to conduct,” i.e., how to conduct formal research like that conducted by university-based researchers. Rather, the primary purposes are “how to frame,” “how to read,” and “how to use,” i.e., better understanding what has shaped English language arts education as a domain, and how; reading published research in English language arts; better understanding teacher research; and using research findings to inform decisions about teaching English language arts in grades 6-12.

**Course Objectives:**

For students to:

1. Better understand how particular studies and researchers have shaped the domain of English language arts education.
2. Develop research methods for gaining an understanding of topics in English language arts education.
3. Incorporate research into writing about topics in English language arts literature.
4. Recognize unanswered and emerging questions from research in English language arts education.
5. Apply newly acquired English language arts understandings to desired educational outcomes.

**Course Content and Schedule:**

There are seven aspects of the required work during this course:

1. Fieldwork: Observation, field notes, and reflection.
2. Lectures.
3. Professional conversation.
4. Professional reading and study.
5. Participating in research opportunities to find possible answers to peer-formulated questions.
6. Paraphrasing and writing about potential answers.
7. Creating a product that combines your developed understandings and important findings in English language arts literature.

**Course Content and Schedule, continued:**

On Mondays, we will typically meet in Haley 2461 from 1:00-2:30 p.m. On Wednesdays, we will typically meet at Loachapoka High School 1:20-2:30 p.m. (You may arrange with me individually to leave Loachapoka at 2:00 p.m. with documentation of a 2:30 p.m. Wednesday afternoon class on the university campus or other circumstance you and I agree is extenuating; please sign up for an office hours appointment with me ASAP on the signup sheets outside my office door, 5076 Haley, if you need to ask to leave Loachapoka High School at 2:00 rather than 2:30 p.m. Wednesday afternoons because of a 2:30 p.m. class on Wednesdays on the university campus.) You are responsible for knowing the location of each CTSE 7510 class meeting—on the university campus/at Loachapoka High School—as announced during the preceding class session, subject to change by email to you at least 24 hours before the class meeting time.

**Course Requirements:**

1. **Narrative, argument, and poetry/multigenre/short fiction**—You will be writing and workshopping your own writing as a member of the grade 8 writing workshop at Loachapoka High School. To accomplish this, you’ll need to write for 15 minutes a day six days every week. Date each episode of writing, and store all of these chronologically in your course notebook.
2. **Weekly field notes—**After each class meeting at Loachapoka you will word process your handwritten field notes and add color-coded further word-processed notes, submitting those electronically by 11:59 p.m. that day. You will electronically submit a third word-processed version, color-coded, by 11:59 a.m. the next day.
3. **Commentaries—**You will write brief commentaries, read these aloud, and engage in professional conversations about these in response to excerpts from the English language arts education and related literature you will read, in common, during Haley 2461 class sessions.
4. **Artifact submissions—**You will submit artifacts based on information gathering you have completed.
5. **Summaries—**You will be paraphrase and write summaries of the research and practitioner professional journal articles you find.
6. **Collection charts—**You will complete charts that categorize the information you found during your information gathering.
7. **Position statements---** Each student will write position statements based on his or her findings during information gathering and new understandings developed.
8. **Group projects—**These projects will apply your findings and new understandings to create a product

that could be valuable to new secondary English language arts teachers.

**Evaluation:**

Assignments will be attributed the following point values:

**Classroom participation including follow-up** 10 points per day

**Summaries** **and/or collection charts** 15 points per submission

**Classroom presentations** 50 pointsper presentation

**Reference page** 50 points

**Position Statement/Literature Review**

**Interim draft of position statement/lit review** 75 points

**Final draft of position statement/lit review**  100 points

**Group Project**

**Detailed outline** 50 points

**Interim draft of group project** 75 points

**Final draft of group project** 100 points

**Project presentation** 100 points

**Peer evaluations of projects** 25 points per evaluation

Grades are calculated on a 10 point scale.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 or below

**Class Policy Statements:**

Participation and Attendance: English language arts education students are expected to attend all

scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. If you have an emergency on a particular day and so you need to keep your cell phone turned on during class, out of respect for your classmates and the instructor I expect you to let me know this in advance of the start of class and to keep your cell phone out on your desk for that use we have agreed is justified. Texting during class is not within the expectations for English language arts education students’ professionalism during discussions and activities.

It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance is required at each class meeting. In the event that you cannot attend class, you should contact me PRIOR to the scheduled class time. Please know that if you are able, it is better that you just attend class than to put us both in a position in which we have to determine whether your reason to miss is justifiable.

Participation and Attendance, continued: Students who miss class because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from class must be documented and cleared with the instructor **in advance.**

I follow the guidelines in *Tiger Cub* exactly concerning whether an absence from class is excused. I no longer accept work that is late because of technology failure as excused.

When an exam or other work in class is missed, a make-up exam/other in-class assignment will be given only for University-approved excuses as outlined in the *Tiger Cub.* Arrangement to take the make-up exam/complete other missed work must be made in advance by attending the instructor’s office hours. Students who miss an exam or other in-class assignment because of illness or another unforseeable reason excused under *Tiger Cub* guidelines should clear the absence with the instructor the day they return to class by providing documentation and should initiate arrangements for the missed work by attending the instructor’s office hours within one week of the excused absence.

Unannounced Quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked 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 the instructor’s office hours, an alternative time can be arranged. To set up this meeting, please contact the course instructor by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, (334) 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class. Please note, failing to cite sources and characterizing texts by others which you have not read are instances of academic dishonesty. If you have any doubt whether something should be cited or whether it is academically honest to rely on another writer’s words or ideas in your writing, I expect you to check with me before you turn in the written work associated with the concern.

Professionalism: As faculty, staff, and students interact in professional settings, students 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

**Justification for Graduate Credit:**

CTSE 7510 focuses on helping students develop an in-depth understanding of research in English language arts: landmark researchers and their contributions, research methods, problems and issues, questions unresolved and emerging in the field, contributions teachers have made and can make.