

**AUBURN UNIVERSITY  
SYLLABUS**

**Course Number:** CTSE 7510  
**Course Title:** Research Issues in English Education  
**Credit hours:** 3 semester hours

**Room and Time:** Haley 2461 M 5:00-7:50 p.m.

**Instructors:** Weeks 1-5: Alyson Whyte  
Weeks 6-15: Brandon Sams & Alyson Whyte

**Office (Whyte):** 5076 Haley Center

**Office Phone (Whyte):** 844-6889 W 2 p.m.until 5 p.m.

**Office Hours (Whyte):** T/R 8:45-9:00 a.m. on dates when CTSE 4150 is not meeting at Loachapoka High School and W 2:00-6:00 p.m. unless the Department of Curriculum & Teaching has scheduled a conflicting meeting/observing a student teacher off campus.

**Email (Whyte):** [whyteal@auburn.edu](mailto:whyteal@auburn.edu) If you have sent an email and you have failed to receive an answer, please put a paper copy of your email in my department mailbox on the fifth floor of the Haley Center (or under my office door if you are not here during business hours 7:45 a.m. to 4:45 p.m. when the mailroom is open).

**Texts:** There are five required texts:

Barbieri, M. (2002). *"Change my life forever:" Giving voice to English-language learners.* Portsmouth, NH: Heinemann.

Payne, C. M. (2008). *So much reform, so little change: The persistence of failure in urban schools.* Cambridge, MA: Harvard.

Taubman, P. M. (2009). *Teaching by numbers: Deconstructing the discourse of standards and accountability in education.* New York: Routledge.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring.* Albany, NY: SUNY.

Valdés, G. (2001). *Learning and not learning English: Latino students in American schools.* New York: Teachers College.

**Materials:** You may wish to select and buy a notebook that you feel comfortable with for your research notes during and beyond this course.

**Course Description:** This course focuses on methods of, issues in, and findings from educational research concerning English education. Class sessions will typically consist of (1) seminar, meaning conversation in our discipline about common readings that you will be expected to have read and studied and to comment on and ask questions about in a conversation that we will both try to contribute to in ways that are generative for you as an English educator, (2) article reports by individual students, and (3) research writing workshop time consisting of exercises, writing time, interim tasks and deadlines, and provision of response to your interim writings to support your development of the semester paper [what the semester paper will be depends on which of the English education graduate programs is your program: TRAD MS, ALT MS, or Ph.D. (see “Research Writing,” below)].

**Common reading.** The seminar strand of this course will be for you, we hope, a kind of triptych. That is, each five-week topical study has its own integrity — *and* we hope that as the second and then third five-week topical studies occur, the two scenes of research and then the three scenes of research will be coherent and resonant for you across the three, not only a sum of three parts.

**Weeks 1-5** weekly seminar will center on your reading and study of

- Valdés’ and Valenzuela’s qualitative studies of what secondary school was like for first- and later-generation students whose families had come to the present U.S. from Mexico. Valdés’ study was of middle school, Valenzuela’s of a high school.
- Barbieri’s account of multi-year action research after as well as during the school day with teachers and especially with a small group of participating language minority students whose primary language at home was Chinese
- Two chapter-length reviews of research on emergent bilingual secondary school students in the U.S.

**Weeks 6-10** weekly seminar will juxtapose your readings of

- Charles Payne’s (2008) framing of research, legislation, and ventures to “reform” “failing” urban schools in the U.S.
- Peter Taubman’s (2009) title on material effects of *audit culture* on urban schools, on teacher education, and on what it means to teach.

- chapters of foundational research on cultures of school administration (e.g., Susan Rosenholtz's and Linda McNeil's foundational studies)
- the Internet presence of organizations as promoting audit culture, in audit culture, or counter to audit culture (e.g. *National Council on Teacher Quality, Rethinking Schools*)
- article-length writing on the teacher as citizen by Madeleine Grumet and writing-in-progress by Chris Osmond about multimodal action by preservice teachers as citizens

**Weeks 7-15** weekly seminar will center on your reading and study of quite an extensive set of chapters and articles that bear upon the *literary* as:

- construct or constructs (e.g., *literary imagination, education of secondary school students' literary imagination*)
- opportunity for/constraint on consequential validity of large-scale testing (e.g., Karen Hall and her colleagues' 2007 review of the international research on writing assessment in the domain of the arts)
- anachronism (e.g., William Chace's and Francine Prose's published autobiographical reflections on literary criticism in university English departments after New Criticism)
- classed, racialized, and gendered (e.g., Michael Smith and Jeff Wilhelm's study of boys' experience of high school English, studies of interaction processes and inequalities in cooperative learning groups and of high school tracks of English)
- expert knowing, learning, and doing that constitutes one or more academic disciplinary domains (e.g., *protocols of reading* as conceptualized by Robert Scholes, *literary reasoning* as conceptualized by Carol Lee)
- publications under the imprint of the National Council of Teachers of English the past 100 years (i.e., how the literary has been represented over the decades of *English Journal*)
- conceptualization, rendering, and advocacy in foundational and widely cited current published works of English education practitioner literature (e.g., Sheridan Blau's *Literature Workshop*)

**Article Reports.** You'll locate articles on the topics of the five-week seminars and that interest you and report on them to the class. Doing so will help

familiarize you with key resources and practices teacher researchers, graduate students, and university-based researchers use to search the English education and related literatures to frame action research (as a public school or university teacher) or to frame university-based qualitative, mixed methods, or quantitative research. Ways you will search for an article that interests you, to report as a précis to the class, will include exploring and using ERIC search terms; hand-searching bound, print research handbooks such as those published by NCTE/IRA and AERA; hand-searching the most recent issues of key journals; and navigating the 2012 *Research in the Teaching of English* annotated bibliography.

**Research Writing.** Your semester paper will be

ALT MS	Annotated bibliography of empirical research for your PWSs during CTSE 4150, CTSE 4160, and internship OR essay as action research OR public service announcement and accompanying author statement.
TRAD MS	Field project proposal OR essay as action research OR public service announcement and accompanying author statement.
Ph.D.	Dissertation problem statement and literature review (all or part, negotiated with instructors) or an equivalent project by arrangement with the course instructors.

All students will have interim deadlines such as a proposal due around **February 11** and key words paper due around **March 4**.

### The College of Education's Statement on 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.

### **Expectations and Policies:**

We 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. You are responsible for the reading schedule and due dates for assignments announced during class.

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

In a graduate seminar like this one, participating by deep reading and study of the common readings is essential. If you expect to have to skim on deep reading and study of the common readings in preparation for more than one weekly seminar or if you expect to have to miss more than one class session, we suggest you enroll in another course since extended absences from this one will surely affect your grade. Equally, random or spotty attendance or regularly arriving late, leaving early, or being unprepared will indicate that you’ve enrolled in the wrong class at the wrong time of your life. Our best advice is to simply try at all costs not to miss a single class.

To discuss an absence, see Alyson during office hours or check with her by email. (See below, “Make-up work.”)

**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 make-up work for an excused absence.

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

**Late work.** We do not give full credit for work turned in late. Work is late if it’s not ready at the start of class on the specified due date.

**Note:** We no longer excuse lateness of work because of technology failure.

**Unannounced quizzes.** There will not be unannounced quizzes for this class.

**Final examination.** There will not be a final examination for this class.

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

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

### Contingency Statement

If there is an emergency and either or both of us has to be absent from class, we will make every effort to send you an email message ahead of time (or have one sent to you by a Department assistant).

If the University closes for emergency or crisis situation, we may have to modify the syllabus, the course plans, and other assignments. If this happens, we will replace the original syllabus with one having an addendum. We will do the same to assignments already published.

### Evaluation (i.e., grading):

1. Your assignments will be scored as follows toward your final grade on whichever of the categories under #4 below best applies:

4.0	A	More complex content
3.0	B	Target learning goal
2.0	C	Simpler content
1.0	D	With help, partial success at score 2.0 content and score 3.0 content
0.0	F	Even with help, no success

2. You may resubmit a second draft of any assignment, which will be scored as follows:

Score on second sub-mission:	Score on First Submission					
		4.0	3.0	2.0	1.0	0.0
	4.0	4.0	4.0	3.0	2.0	2.0
	3.0	3.0	3.0	2.0	2.0	1.0
	2.0	2.0	2.0	2.0	1.0	1.0
	1.0	1.0	1.0	1.0	1.0	0.0
	0.0	0.0	0.0	0.0	0.0	0.0

As you can see, this resubmission and rescoring system is constructed in such a way that no matter how poor the original submission, a resubmission could bring it up to a passing grade, but it also ensures that the better the first submission is, the higher the final grade will be.

3. Your summative score on each of the three categories listed under #4 below will **NOT** be an average or a weighted average of all of your scores in that category (*standards-referenced* evaluation). Averaging makes sense only if no learning occurs from assignment to assignment within a category or if scores measure very different things.

The final grade for each category will represent *standards-based* evaluation: in other words, your accomplishment in that category as of the conclusion of the course. Your summative score for each category in #4 below will be the most reasonable representation of your final status within that category at the particular point in time of the end of the spring 2013 semester.

All available information about your status within each category will be used to determine your final status: For example, we will periodically estimate whether your work has improved compared to the week(s) before, stayed about the same as the week(s) before, or declined compared to the week(s) before.

But why not simply use a score on a midterm, a score on a final exam, and a score on a semester paper for each of the three categories of the course? Well, all assessments contain error, and one has to take that error into consideration when interpreting any single score as an estimation of a student's true status (or true score) at any point in time. You'll track your own progress during the semester on a simple handout for each of the three categories below of how in English education we know; learn; and perform reading, conversation, and writing.

4. Your final course grade will be calculated as the weighted average of your summative score (on the scale above of 0.0-4.0) on each of the three following categories::

Seminar on Common Readings	60%
Article Reports	10%
Semester Paper (Paper proposal: 10% Key Words Paper: 10% Creditable Final Version: 10%)	30%