# Research Studies in English Language Arts Education

# Summer 2015

**Course**: CTSE 7510, Research Studies in ELA Education

Haley Center 2423, 1:00-3:50pm Tuesdays & Thursdays

NOTE: Tuesday meetings will be face-to-face; Thursday meetings will be online

**Instructor**: Brandon Sams, Assistant Professor of English Education

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

**Office hours**: \*\* **Mondays 1-3.** 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. Under the “files” sidebar, you will find folders that correspond to class days & topics. Readings will be inside the folder. For electronic readings, please bring to class (physically or on laptop or ipad) – do not try to read from a smartphone.

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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.

**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.

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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:**

Face-to-Face Participation: 15%

Online/Virtual Writing & Participation: 25%

Discussion Leadership: 10%

Annotated Bibliography: 25%

Synthesis Paper & Presentation: 25%

**Face-to-Face Participation and Online Writing: 40%**

Participation is ongoing and the most important component of the course. Participation consists of careful reading of assigned texts; expressing (online and face-to-face) your questions, insights, and criticism of readings and emerging issues; participating in class activities; supplying course readings when asked and being ready to discuss; taking risks in your writing and thinking; supporting the thinking of your colleagues through listening, encouragement, and constructive dialogue. During our online class meetings, I will ask you to contribute 300-500 words for weekly posts and regularly respond to colleagues; your tasks will vary according to our course schedule and readings. During the week, I will update discussion forums and announcements to keep you informed about upcoming activities.

**Discussion Leadership:** **10%**

Once during the course, you will be responsible for leading discussion over an assigned article. Your task will include distributing a written overview and critique of the research problem/question, research methodology, findings, and concluding remarks. A separate assignment handout will be provided on Canvas to guide your thinking.

**Annotated Bibiography: 25%**

Your annotated bibliography will be submitted and shared in stages (see course schedule). 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 that address your problem/question. We will discuss this assignment in detail during class.

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

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

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

Research interest overview **(June 16th)**

Target Research Question + Rationale Statement + 5 Articles/Abstracts **(June 18th)**

Final Annotated Bibliography **(July 16th)**

**Synthesis Paper (Review of Research) & Presentation: 25%**

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. 8-10 pages in length.

**Presentation: Due July 23rd**

**Paper: Due July 29th**

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**Course Schedule**

(subject to adjustment as needed)

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 05/26 (T) | **F2F**  Introductions  The Question of “Good” Research | Hostetler, “What is “Good” Education Research?”  Ortiz et al., “Teacher Research on Boys’ Literacy in One Elementary School” |  |
| 05/28 (R) | **Online**  Introduction to Research Issues in ELA  Research on Classroom Practice | Horsburgh, “Evaluation of Qualitiatve Research”  Williamson, “Enacting High Leverage Practices in English Methods: The Case of Discussion”  **Recommended**:  Brass & Burns, “Research in Secondary English, 1912-2011” | Asynchronous Writing and Posting |
| 06/02 (T) | **F2F**  Disciplinary Literacies | Shanahan & Shanahan, “Teaching Disciplinary Literacy to Adolescents”  Rainey & Moje, “Teaching Students to Read, Write, and Think within ELA and Across the Disciplines”  Park, “Preservice English Teachers’ Perspectives on Disciplinary Literacy”  **Recommended:** Moje, “Foregrounding the Disciplines in Secondary Literacy Teaching and Learning” |  |
| 06/04 (R) | **Online**  Ways of Writing Research  Literacy Across Contexts  Literacy Development | Barone, “A Return to the Gold Standard?”  Roozen, “Mapping the Interplay of Curricular and Extracurricular Literate Activities” | Asynchronous Writing and Posting |
| 06/09 (T) | **F2F**  Whiteness Studies  Race, Identity, Literacy  Race (In)Visibile Discourse  *Guest: James Jupp, Georgia Southern University* | Jupp & Slattery,  “Becoming Teachers of Inner-City Students”  \*\*Trainor, “Understanding White Talk about Race”  Borsheim-Black, “It’s Pretty Much White”  **Recommended:** Trainor, “The Emotioned Power of Racism” |  |
| 06/11 (R) | **Online**  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”  **Recommended:**  Johnson, “Performing and Positioning the White Teacher in a High School English Class” | Asynchronous Writing and Posting |
| 06/16 (T) | **F2F**  Arts-Influenced Research Practice  *Guest: Sally Meehan*, *University of North Carolina-Chapel Hill* | TBD | **DUE: Research Interest Talk** |
| 06/18 (R) | **Online**  Research Writing and Workshop | No Reading | **DUE: Target Research Issue/Question Due**  **(Rationale Statement + 5 Selected Articles with Abstracts)** |
| 06/23 (T) | **Online**  Classroom Discourse | Nystrand & Gamoran, “Instructional Discourse, Student Engagement, and Literature Achievement”  Nystrand et al, “Questions in Time” | Asynchronous Writing and Posting |
| 06/25 (R) | **Online**  Classroom Discourse | Nystrand, “Research on the Role of Classroom Discourse As it Affects Reading Comprehension”  Leander, “Silencing in Classroom Interaction” | Asynchronous Writing and Posting |
| 06/30 (T) | **F2F**  Struggling Readers  Identity and Academic Performance  *Guest: Latasha Warner, Auburn University* | \*\* Dressman, Wilder, Connor, “Theories of Failure and the Failure of Theories”  Hall, “Struggling Reader, Struggling Teacher”  Hall, “The Role of Reading Identities and Reading Abilities in Students’ Discussions about Texts and Comprehension Strategies” |  |
| 07/02 (R) | **Online**  Writing Pedagogy | Hillocks, “The Focus on Form versus Content in Teaching Writing”  Johnson et al., “Learning to Teach the Five Paragraph Theme”  Tremmel, “What to Make of the Five-Paragraph Theme” | Asynchronous Writing and Posting |
| 07/07 (T) | **F2F**  Argument Writing | Newell et al., “High School English Language Arts Teachers’ Argumentative Epistemologies for Teaching Writing”  Andrews et al., “Teaching argument writing to 7- to 14-year olds”  \*\*Smagorinsky et al., “Bullshitting in Academic Writing” |  |
| 07/09 (R) | **Online**  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” | Asynchronous Writing and Posting |
| 07/14 (T) | **F2F**  Critical Literacy  Pedagogies of Place  Ecojustice Education  Ecocriticism  *Guest: Scott Morrison, Elon University* | \*\*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?”  Smith & Sobel, “Bring it Home” |  |
| 07/16 (R) | **ONLINE**  Participatory & Youth Cultures | Moje, ‘“To Be Part of the Story”: Literacy Practices of Gansta Adolescents’  Alexander, “Gaming, Student Literacies, and the Composition Classroom”  Curwood et al., “Writing in the Wild” | **Due: Annotated Bibliographies**  Asynchronous Writing and Posting |
| 07/21 (T) | **No Class** | None |  |
| 07/23 (R) | **F2F**  Synthesis Paper Presentations | Presentations in Class | **DUE: Presenations in Class**  **Synthesis Paper Due: July 29th** |