

AUBURN UNIVERSITY

APPROVAL FOR INDEPENDENT STUDY / DIRECTED READINGS

Part I - To Be Completed By Student

Name: Dionne Lazenby

Student ID#: 902437940

College: Education

Major: English Language Arts

Semester: Summer, 2015

Class #: CTSE 7906

Professor: Sams

Professor Department: C&T

Grade option: ☒ Letter grade ☐ S/U

Number of credit hours to be awarded upon completion of course: 3

Part II - To Be Completed By Instructor

Faculty-student agreement/ Syllabus must be attached.

I. Objective of the course:

Student will become familiar with ELA research venues, methodologies, and problems; student will identify research problem, conduct independent inquiry, and produce research synthesis to support EdS field project

II. Nature of the teaching-learning process and the proposed schedule of meetings:

Synchronous and Asynchronous meetings twice weekly, totaling 4.5 hours per week

III. Proposed work products:

Regular participation in discussion boards; 2 critical analysis papers; research problem proposal; annotated bibliography; final research synthesis paper

IV. Criteria to assess the work products.

Formative assessment through individual feedback; summative assessment through predefined and transparent criteria consistent with expectations of scholarly inquiry

Dionne Lazenby 4/30/15
Student Signature Date

Brandon Sams 3/27/15
Instructor Signature Date

Jim Villalume 4-3-15
Dept. Head/Chair (or Dean) Date

College of Education Supplement to AU Approval for Independent Study / Directed Readings Form

The student is responsible for obtaining all compliance documentation and submitting it to the head of the department offering the course prior to the 10th class day (5th class day if summer semester). Compliance documentation consists of (1) the AU Approval for Independent Study/Directed Reading; (2) the College of Education Supplement; and (3) the syllabus. The department head forwards a copy of all compliance documentation to the Associate Dean of Academic Affairs for final approval (signature required in Part III).

Name of Student Requesting Individual Study Dionne Lazenby

Course number and Title CTSE 7906

Semester Summer 2015

Part I. Verification of Eligibility to Take an Individual Study Course

The student's advisor initials each of the following boxes if the eligibility requirement is met.

- ☒ Junior standing or higher
- ☒ Course taken for credit toward the student's major/minor (circle one)
- ☒ Individual study course not offered as a regular course
- ☒ No more than 9 hours of individual study coursework (i.e., X90X, X93X, X96X) is included on the student's degree program. (Written approval from the student's dean and the provost must be attached if taking the course would cause the student to exceed the 9 hour limit.)

Brandon Sams
Advisor's Signature

March 27th, 2015

Student's Signature

Date

3/30/15

Student's Signature

Note: If one or more of the eligibility requirements listed above are not met, the advisor must provide a rationale for approving an eligibility waiver. The student then secures the signatures below.

IF AN ELIGIBILITY WAIVER IS BEING REQUESTED, attach a rationale for the waiver and obtain the following signatures. Signatures indicate approval of an eligibility waiver.

Instructor's Signature

Date

Signature of Head of Department offering course (or dean/associate dean if instructor serves as department head)

Date

Part II. Verification of Eligibility to Teach an Individual Study Course

The instructor offering the individual study course initials each of the following boxes if the eligibility requirement is met.

- ☒ My course assignments do not exceed the 3 student limit for offering individualized coursework this semester.
- ☒ I understand that I will not receive courseload credit for teaching this individual study course.

Brandon Sams
Instructor's Signature

March 27th, 2015

Date

Part III. Permission to Remain/Enroll in an Individual Study Course

The department head forwards all compliance documentation to the Associate Dean of Academic Affairs for final approval.

Fall 2006: If the associate dean's approval has not been obtained by the 10th class day, the student will be dropped from the course.

Spring 2007 and afterwards: Once all compliance documentation has been received, the associate dean will notify the department that the student may be enrolled in the course.

Signature of Associate Dean of Academic Affairs

Date

**Research Studies in English Language Arts Education
Summer 2015**

Course: CTSE 7510, Research Studies in ELA Education
Haley Center 2461, 2:30-4:45pm, Tuesdays & Thursdays

Instructor: Brandon Sams, Assistant Professor of English Education

Office: 5052 Haley Center

Phone: 844-8286 (office); 615-828-4541 (cell)

Email address: bls0023@auburn.edu
brandon.l.sams@gmail.com (in case AU email is down)
Email is the best way to contact me. I will do my best to respond within 24 hours.

Office hours: **** Mondays & Wednesdays, 1:00-3:30.** Other hours by appointment.
Phone and skype meetings are also an option.

Course Objectives:

This class will introduce you to key lines of inquiry in ELA education research and literacy research. You will have a chance to meet and dialogue with several ELA researchers working at institutions of higher learning across the country. You will be able to evaluate research of interest and generate a research problem/question to pursue in another course or in your own teaching practice.

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)

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.

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.

Grade Distribution:

- A 90% or above
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% or below

Course Requirements/Evaluation:

- Participation: 20%
- Discussion Leadership: 30%
- Annotated Bibliography: 25%

Synthesis Paper & Presentation: 25%

Participation: 20%

Your participation is the most important part of the course and consists of careful reading of assigned texts; expressing (virtually and face-to-face) your questions, insights, and criticism of readings and emerging issues; participating in class activities; applying course concepts to your present and future teaching situations; taking risks in your writing and thinking; supporting the thinking of your colleagues through listening, encouragement, and constructive dialogue.

Discussion Leadership: 30%

Twice 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 Bibliography: 25%

Your annotated bibliography will be submitted and shared in stages (see course schedule). As a final product, an annotated bibliography brings together your reading and evaluation of articles on a particular research problem/question. For the final product, 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 additional information.

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

Stages of the Annotated Bibliography Assignment Include:

Student choice article selection, distribution, & discussion (**varied**)

Target Research Question + Rationale Statement + 5 Articles/Abstracts (**June 26th**)

Final Annotated Bibliography (**July 17th**)

Synthesis Paper & Presentation: 25%

The synthesis paper 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 be able to 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 teaching. We will discuss the synthesis paper throughout the term.

Presentation: Due July 24th

Paper: Due July 30th

Course Schedule

(subject to adjustment as needed)

Date	Topic	Readings Due	Assignments Due
06/02 (T)	Introductions Syllabus	None	
06/04 (R)	Introduction to Research Issues in ELA Research on Classroom Practice	Smith & Stock, "Issues and Trends in Research in the Teaching of ELA" Hostetler, "What is Good Educational Research?" Williamson, "Enacting High Leverage Practices in English Methods: The Case of Discussion"	
06/09 (T)	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"	
06/11 (R)	** Class ONLINE** Sams conference travel to Georgia Literacy Across Contexts Literacy Development	Roozen, "Mapping the Interplay of Curricular and Extracurricular Literate Activities"	Due: Canvas post during class responding to and evaluating the article DUE: Student Choice Articles – Connected to Research Problem/Issue (Due via email by 11:59pm)
06/16 (T)	Narrative Research Whiteness Studies	Jupp & Slattery, "Becoming Teachers of Inner-City Students"	

	Race, Identity, Literacy Race (In)Visibility?	**Trainer, “Understanding White Talk about Race” Johnson, “Performing and Positioning the White Teacher in a High School English Class” <i>Guest: James Jupp, Georgia Southern University</i>	
06/18 (R)	Social Positioning in Literacy Performances Student Choice Articles – Connected to Research Problem (2 Total)	**Thein et al., “Exploring the Significance of Social Class Identity Performance in the English Classroom” 2 Articles TBD	
06/23 (T)	Student Choice Articles – Connected to Research Problem (3 Total)	3 Articles TBD	** be prepared to discuss
06/25 (R)	Research Workshop	-- work in class --	DUE: Target Research Issue/Question Due (Rationale Statement + 5 Selected Articles with Abstracts)
06/30 (T)	Critical Literacy Pedagogies of Place Ecojustice Education Ecocriticism	**Gruenewald, “A Critical Pedagogy of Place” McGee, “Attempting Critical Pedagogy” Smith & Sobel, “Bring it Home” <i>Guest: Scott Morrison, Elon University</i>	
07/02 (R)	Sociocultural Literacy Research Transnationalism	**Enciso, “Storytelling in Critical Literacy Pedagogy” Sarroub, “Glocalism in	

	Immigrant Youth Culture & Literacy	Literacy and Marriage in Transnational Lives" <i>Guest: Kate Allman, Duke University</i>	
07/07 (T)	Struggling Readers	**Hall, "Struggling Reader, Struggling Teacher" Hall, "Moving Out of Silence: Helping Struggling Readers Find Their Voices in Text-Based Discussions"	
07/09 (R)	Affect, Love, Resistance (Unbearable Knowledge)	**Boldt, "Resistance, Loss, and Love in Learning to Read" Silin, "Reading, Writing, and the Wrath of My Father" Helming, "Why the West is the Best and Other Entanglements of Paranoia in Social Studies Education" <i>Guest: Mark Helmsing, Michigan State University</i>	
07/14 (T)	Duty & Pleasure Annotated Bibliography Work Time in Class	**Osmond, "Aesthetics of Attending in Reading Student Work" <i>Guest: Chris Osmond, Appalachian State University</i>	
07/16 (R)	Youth Cultures	**Moje, "To Be Part of the Story": Literacy Practices of Gansta Adolescents'	Annotated Bibliographies Due
07/21 (T)	Preparing Synthesis Paper & Presentation	-- Work in Class --	

07/23 (R)	Synthesis Paper Presentations	Research Presentations	Synthesis Paper Due: July 30th
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