# Research Studies in English Language Arts Education

# Summer 2017

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

Haley Center 2461, 1:00-3:15pm Tuesdays & Thursdays

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

**Phone**: 844-4415 (office); 828-320-0917 (cell)

**Email address**: mpc0035@auburn.edu

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

**Office hours**: \*\* **Tuesdays/Thursdays 12-1.** 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. Each reading (and related discussion boards/assignments) are listed under the day it is due on the Home page. Readings are also available inside the Files folder. For electronic readings, please bring to class (physically or on laptop or ipad) – do not try to read from a smartphone.

\*Note that readings will be added throughout the summer session as they are provided by our guest speakers. 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:**

Face-to-Face Participation: 20%

Online/Virtual Writing & Participation: 20%

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 (1) contribute 300-500 words for weekly posts, (2) regularly respond to colleagues, and/or (3) engage in rigorous academic discourse with our guest researchers; 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.

A major component of this course will be reading the research of others and engaging in discussion with the authors. Engaging in academic discourse and providing meaningful feedback are vital aspects of the research process. As such, we will offer our voices in an effort to better understand the breadth and scope of research in ELA and to assist in driving our field forward. Whether face-to-face (virtually or in-person) and synchronous or online and asynchronous, you are expected to engage in critical thought and analysis of the research we read and to provide useful questions and suggestions to each author. We will talk more about what this feedback can look like and consist of.

Note: Online writing (discussion board posts, article feedback, etc.) due by 5:00 pm on the day it is listed on the course calendar (unless otherwise noted in class).

**Twitter:** We will use #auburnela (our program hashtag) as part of participation and to further our discussions outside of class. This can also provide us a great way to engage with our guest researchers.

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

Once during the course, you will be responsible for leading discussion over one of our guest speaker’s research presentations. Your task will include (1) engaging in Q&A with the author (bring useful questions and comments to help drive our discussion), (2) distributing a written overview and critique of the research problem/question, research methodology, findings, and concluding remarks to your classmates, and (3) leading a discussion in class to help us debrief from the research talk and readings. We will discuss this more in class. Note: All students are expected to engage in discussion with our guest researchers; it is simply the role of the discussion leader to ensure we are prepared to facilitate the conversations and to debrief them after.

**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 (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. Additionally, time will be provided to offer feedback to your colleagues, and you will be asked to post a “weekly update” (and responses to your peers) on your progress using Flipgrid (brief, 120-second videos).

Flipgrid Login Info:

* URL: [flipgrid.com/7510](https://flipgrid.com/7510)
* Password: auburnela

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 **(June 13th)**

 Target Research Question + Rationale Statement + 5 Articles/Abstracts **(June 15th)**

Final Annotated Bibliography **(July 13th)**

**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. 6-8 pages in length. More information is available on Canvas.

 **Presentation: Due July 18th**

 **Paper: Due July 20th**

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**Course Schedule**

(subject to adjustment as needed)

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 05/30 (T) | **Online**Course IntroductionThe Question of “Good” Research | Hostetler, “What is “Good” Education Research?” | Asynchronous Writing and PostingWatch VideoSign up for Discussion Leadership (on Canvas) |
| 06/01 (R) | **Online**Introduction to Research Issues in ELAResearch on Classroom Practice | Smith & Stock, “Issues and Trends in Research in the Teaching of ELA”Brass & Burns, “Research in Secondary English, 1912-2011”**Suggested:** Williamson, “Enacting High Leverage Practices in English Methods: The Case of Discussion” | Asynchronous Writing and PostingRead course assignment sheets and be prepared to discuss on Tuesday.  |
| 06/06 (T) | **F2F**Research Talk—Critical Pedagogy (of Privilege and Oppression)*Guest: Dr. Jill Ewing Flynn*, *University of Delaware* What is synthesis writing?Writing Groups | Flynn, “Speaking Up and Speaking Out? Long-Term Impact of Critical Multicultural Pedagogy” (manuscript under review)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”  | Discuss Major Course Assignments:* Research Problem Statement
* Annotated Bibliography
* Synthesis Paper and Presentation

**Discuss Research Interest Topics (in class)** |
| 06/08 (R) | **F2F**Research Talk—Multimodal Literacy and Non-Traditional Literacy Sponsors/Practices*Dr. Mike Cook* | Cook, “Now I ‘See’: The Impact of Graphic Novels on Reading Comprehension in High School English Classrooms”Cook et al. “We’re Just Playing: The Influence of a Modified Tabletop Role-Playing Game on ELA Students’ In-Class Reading” | **Discuss Research Interest Topics (in class)** |
| 06/13 (T) | **F2F**Research Talk—Emotion and ELA*Guest: Dr. Michelle Falter, North Carolina State University* | Boler, “Disciplined Emotions: Philosophies of Educated Feelings”Lewis & Tierney, “Mobilizing Emotion in an Urban English Classroom”Falter, “’There’s No Crying in Teaching!’: Four English Teachers’ Perceptions about the Role of Emotion in the Secondary Classroom” (in-process manuscript) | **DUE: Research Interest Talk (in class)** |
| 06/15 (R) | **F2F**Research Talk—Canons, Culture, and Tensions *Guest: Dr. Jeanne Dyches*, *Iowa State University* | Purves, “The Ideology of Canons and Cultural Concerns in the Literature Classroom”Dyches, “Critical Canon Pedagogy: Applying Disciplinary Inquiry to Cultivate Critical Consciousness”**Select one of the following:**Dyches, “Shaking Off Shakespeare: A White Teacher, Urban Students, and the mediating Powers of a Canonical Counter-Curriculum”Dyches, “’I’m a Black Teacher of British Literature, Whatever that Is’: Particularizing the Tensions between Canonical and Bodily Discourses” | **DUE: Target Research Issue/Question Due** **(Rationale Statement + 5 Selected Articles with Abstracts)—upload to discussion board****Post Flipgrid Weely Update (Fri. 6/16)** |
| 06/20 (T) | **F2F**Research Talk*Guest: Dr. Jon Wargo, Wayne State University* | Wargo, “Designing More Just Social Futures or Remixing the Radical Present? Reading LGBTQ Youths’ Multimodal (Counter)Storytelling as Activist Practice”Vasudevan, “Making Known Differently”Rhodes & Alexander, “Queer Rhetoric and the Pleasures of the Archive |  |
| 06/22 (R) | **Online**Research Writing and Workshop | No Reading | Asynchronous Writing and Posting**Post Flipgrid Weely Update (Fri. 6/23)** |
| 06/27 (T) | **F2F**Research Talk—Queer Elements, Idiologies, and Cultural Capital in Literature*Guest: Dr. Summer Pennell, Truman State University* | Blackburn et al., “Examining Queer Elements and Ideologies in LGBT-Themed Literature: What Queer Literature Can Offer Young Readers” Pennell, “Transitional Memoirs: Reading Using a Queer Cultural Capital Model”Pennell, “Chosen Families: Using and Creating Queer Cultural Capital in a Queer YAL Course” |  |
| 06/29 (R) | **F2F**Research Talk—Reimagining Writing with/in Historically Marginalized Communities *Guest: Dr. Latrise Johnson, The University of Alabama*\*Dr. Johnson will be joining us in person.  | 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” | Discuss and receive feedback on annotated bibliography and synthesis paper development**Post Flipgrid Weely Update (Fri. 6/30)** |
| 07/04 (T) | **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” | Asynchronous Writing and PostingRespond to colleagues’ Research Problem Statements |
| 07/06 (R) | **Online**Research Talk*Guest: Dr. Brandon Sams, Auburn University* | Osmond, “’Pedagogical Reading’: The Aesthetics of Attending in Reading Student Work”Pitt, “Hide and Seek: The Play of the Personal in Education”Dr. Sams’ in-process manuscript coming soon\* | Asynchronous Writing and Posting: Discuss and receive feedback on annotated bibliography and synthesis paper development**Post Flipgrid Weely Update (Fri. 7/07)** |
| 07/11 (T) | **Online**Research Talk: Literacy with Incarcerated Fathers *Guest: Dr. Angela Wiseman, North Carolina State University* | Muth, “’A Big Circle of Unity’: Incarcerated Fathers Being-in-Text”Reissman, “Narrative Analysis”Dr. Wiseman’s in-process manuscript coming soon\* | Crowd-Sourced Feedback on Author’s Work |
| 07/13 (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” | **Due: Annotated Bibliographies** Asynchronous Writing and Posting |
| 07/18 (T) | **Online**Pedagogies of PlacePlace 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?” | **DUE: Presentations (via video or screencast)**Asynchronous Responding to Peer’s Presentations |
| 07/20 (R) | **Online**Working on Synthesis Papers | No readings assigned; continue reading the research for your paper | **DUE: Synthesis Papers** |