# Research and Organization of Programs in English Language Arts Education

# Summer 2018

**Course**: CTSE 7536, Research & Organization of Programs in English Language Arts Education

Online—Canvas and email

**Instructor**: Dr. Mike Cook, Assistant Professor of English Education

**Office Hours:** Tues/Thurs 11:30-12:30 and by appointment (including virtual)

**Office**: 5056 Haley Center

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

**Email address**: [mpc0035@auburn.edu](mailto:bls0023@auburn.edu)

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

**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; create a professional development workshop, grounded in conceptual and empirical research; reflect on how reading and digesting research can help you design curriculum and orchestrate instructional space to meet the needs of diverse students. 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:**

Boyd, A.S. (2017). *Social justice literacies in the English classroom*. New York, NY: Teachers College Press.

Garcia, A. & O’Donnell-Allen, C. (2015). *Pose wobble flow: A culturally proactive approach to literacy instruction*. New York, NY: Teachers College Press.

Additional articles and readings will be available on Canvas as PDF files. Please bring the readings to class (physically or on a 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](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:**

Online: 10%

Blog Writing: 25%

Discussion Leadership: 15%

Annotated Bibliography: 15%

Professional Development Workshop + Reflection: 35%

**Online Participation (including Canvas, email, and virtual meetings): 10%**

Participation is ongoing and a vital component of the course. Participation consists of careful reading of assigned texts; expressing 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 the week, I will update discussion forums and CANVAS announcements to keep you informed about upcoming activities.

**Blog Writing: 25%**

Blog writing is a main feature of this course. You can expect to post 5-6 times on your blog, in addition to dialoging with peers throughout the week. More details are available on a separate assignment sheet.

**Discussion Leadership: 15%**

On your assigned days, be prepared to lead two (2) electronic discussions of your assigned/selected conceptual or empirical research articles and/or chapters from our class texts. You should allude to the other readings (if applicable) in strategic ways, but your focus should direct our attention to the central claims and concerns of the work. As part of your discussion leadership, you must

* Submit your discussion board prompt(s) to me with adequate time to have them posted before your dates
* direct our attention in strategic ways to the text under study in order to help us understand, question, and connect
* support our close reading and analysis of key arguments and applications
* raise questions about wise approaches for teaching ELA, considering the arguments and findings of your assigned work
* facilitate our reflection, sustain the conversation; ask questions that can be approached during our next blog writing (in other words, use the thread feature of the discussion board to maintain the discussion, to challenge our thinking, and to helps us learn more about the texts and, by connection, ourselves.

To support this work, you can

Provide handouts to support our memory, retention, and focus

Display related content (author interviews, important secondary criticism, videos, powerpoints, or other

multimedia content etc.) to support (y)our analysis and our conversation

Ask us to engage in solo, paired, or group activities (taking great care to provide clear directions)

Use other scholarship to generate questions and dialogue

**Annotated Bibiography: 15%**

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/teaching problem. You will be required to summarize and evaluate 5-6 research articles that address your problem/question; these articles will be used to provided theoretical, conceptual, or empirical grounding for your workshop. 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/Workshop Interest Meeting with Dr. Cook **(June 14th, virtual or face-to-face)**

Workshop Intention Statement + 10 Sources of Interest **(June 26th)**

Annotated Bibliography (5 sources) + 15 Sources **(July 5th)**

**Professional Development Workshop & Reflection: 35%**

The professional development workshop is the culminating assignment and will be tailored to your

interests and skills (and will connect with our course theme, readings, discussions, etc.). This part of the course is most like an “independent study” and inquiry. I will be meeting with you semi-regularly and checking in on your progress. The goal here is for you to become an expert on a focused topic related to professional practice in ELA—concerning socially just and equitable program/course innovation or organzition. The audience for your workshop is other ELA teachers and, in some cases, school professionals. By way of example, focused topics for workshops can include:

Critical Pedagogy in ELA (rationale and examples)

The use of self-assessment in writing instruction

Arguments for and examples of culturally relevant/sustaning teaching in the ELA classroom

Ecoliteracy in the ELA classroom (rationale and examples)

The role of dialect (BL/AAL) in ELA reading and writing

The possibilities are numerous and not exhausted by this list. Our course readings will help orient you to the possibilities of your independent work. To “submit” your workshop project, you will (1) conduct a 50-minute PD workshop for your classmates and instructor, which should include (2) guided opportunities for us to learn and grown, and (3) all relevant handouts, materials, resources, references, etc. In additiona to your PD workshop and related materials, you will prepare and submit:

1. A three-page write up, including: (a) an overview of the PD session, (b) goals/outcomes for participants, (c) synthesis of scholarship/research supporting your PD (from your annotated bibliography), and (d) participants’ next steps.
2. Because we know PD should not be singular “trainings,” but ongoing oppportunities to learn and grow, you will also develop the goals, outline, materials, support, timeline, etc. for a minimum of three follow-up PD sessions. While you will only present the first in your series, you should prepare (and provide us adequate information) as though you will see this semester- or year-long PD opportunity through to completion (including how you will assess participant learning/growth/etc. and how you will solicit feedback on you and your PD—so make sure you include these tools/constructs with your material).

Workshop Due Dates: **July 24th and 26th**

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**Course Schedule**

(subject to adjustment as needed)

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 05/31 | **Online**  Introductions  History of English Ed | Yagelski, “English Education”  Morrell, “Critical English Education” | **Discussion Board Post** |
| 06/05 | **Online** | Alsup et al., “The State of English Educatoin and a Vision for Its Future: A Call to Arms” | **Blog Writing 1** |
| 06/07 | **Online** | Boyd—Foreword  Garcia and O’Donnell-Allen--Foreword | **Peer Review: Workshop/Project Topic Possibilities** |
| 06/12 | **Online** | Boyd Chapter 1—Social Justice and English (pp. 5-12)  Garcia and O’Donnell-Allen Introduction—What It Means to Pose, Wobble, and Flow (pp. 1-16) | **Blog Writing 2**  **Student Discussion Leadership** |
| 06/14 | **No Class Meeting**  **Individual meetings with Dr. Cook** |  | **Workshop Interest Meeting with Dr. Cook** |
| 06/19 | **Online** | Boyd Chapter 2—The Teacher as a Catalyst for Social Justice (pp. 13-31)  Garcia and O’Donnell-Allen Chapter 1—Leaning Toward Praxis: What It Means to Be a Culturally Proactive Teacher (pp. 17-33) | **Blog Writing 3**  **Student Discussion Leadership** |
| 06/21 | **Online** | Boyd Chapter 3—Social Justice and Pedagogy: Teaching with Purpose (pp. 35-52)  Garcia and O’Donnell-Allen Chapter 2—Hacking the English Language Arts: What It Means to Be a Vulnerable Learner (pp. 33-55) | **Peer Review: Workshop Intention Statement**  **Student Discussion Leadership** |
| 06/26 | **Online** | Boyd Chapter 4—Social Justice and Students: Embodying Critical Caring (pp. 53-63)  Garcia and O’Donnell-Allen Chapter 3—Literacy as Civic Action: What It Means to Teach for Social Change (pp. 56-74)  Garcia and O’Donnell-Allen Chapter 4—Embracing Your Inner Writer: What It Means to Teach as a Writer (pp. 75-88) | **Workshop Intention Statement + 10 Sources Due**  **Blog Writing 4**  **Student Discussion Leadership** |
| 06/28 | **Online** | Boyd Chapter 5—Social Justice and Curriculum: Content with Critique (pp. 64-89)  Garcia and O’Donnell-Allen Chapter 5—Rethinking Reading: What It Means to Curate the Curriculum (pp. 89-108) | **Peer Review: Annotated Bibliography**  **Student Discussion Leadership** |
| 07/03 | **Online** | Boyd Chapter 6—Cultivating Students as Agents of Change: Social Justice as a Verb (pp. 93-116)  Garcia and O’Donnell-Allen Chapter 6—Classroom Spaces, Cultures, and Possibilities: What It Means to Be a Designer (pp. 109-129) | **Blog Writing 5**  **Student Discussion Leadership** |
| 07/05 | **Online** | Boyd Conclusion (pp. 117-119)  Garcia and O’Donnell-Allen Conclusion—The Elusive Decisive Moment (pp. 130-136) | **Annotated Bibliography Due**  **Discussion Board** |
| 07/10 | **Online** |  | **Continue working on your Workshop Presentation**  **Post updates on discussion board**  **Blog Writing 6** |
| 07/12 | **Online** |  | **Continue working on your Workshop Presentation**  **Post updates on discussion board**  **Peer Review: Workshop/PD Materials** |
| 07/17 | **Online** |  | **Continue working on your Workshop Presentation**  **Post updates on discussion board** |
| 07/19 | **Online** |  | **Continue working on your Workshop Presentation**  **Post updates on discussion board** |
| 07/24 | **Online** | Presentations in Class | **Workshop Presentations** |
| 07/26 | **Online** | Presentations in Class | **Workshop Presentations** |