# Research Studies in English Language Arts Education

# Summer 2019

**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](mailto: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 11:30-12:30.** 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).

Because this is a condensed summer course, and because the second half of the session is online, you are expected to attend all face-to-face class sessions.

**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 (and mini-research for PhD students): 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 in two ways: (1) you will lead a F2F discussion of the research we read for that day (including those days we have a guest speaker); (2) you will lead one online discussionover. Your task will include (1) engaging in Q&A with the author (bring useful questions and comments to help drive our discussion) and/or leading the discussion with your peers when we do not have a guest speaker, (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. For online discussion leadership, you will be responsible for managing the discussion board for one course date. This will include (1) posting prompts, questions, assignments, etc., (2) responding to your peers’ posts, encouraging them to think more deeply, and (3) maintaining the “back-and-forth” of the asynchronous discussion.

**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/7510ela
* 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 131h)**

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

Final Annotated Bibliography **(July 11th)**

**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 23rd**

**For Doctoral Students:**

In addition to the synthesis paper, doctoral students will also complete a mini research project. To take your research question further, you will go beyond reviewing and synthesizing the existing literature by conducting your own small-scale research project. For this project, you will (1) do an observation and (2) conduct two interviews—both should relate to your research question. Finding a classroom to observe may prove difficult (perhaps impossible), so you may also conduct a third interview in place of the observation. You will also audio record and transcribe your interviews and then conduct an analysis and write up a summary of that analysis. I would also like you two identify a professional conference and write up a proposal to present using your research.

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**Course Schedule**

(subject to adjustment as needed)

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 05/28 (T) | **F2F**  Course Introduction  The Question of “Good” Research | Hostetler, “What is “Good” Education Research?” | Sign up for Discussion Leadership |
| 05/30 (R) | **F2F**  Introduction to Research Issues in ELA  Research on Classroom Practice | Smith & Stock, “Issues and Trends in Research in the Teaching of ELA”  Brass & Burns, “Research in Secondary English, 1912-2011” | Read course assignment sheets and be prepared to discuss next week. |
| 06/04 (T) | **Online**  Critical Pedagogy (of Privilege and Oppression)  *Dr. Jill Ewing Flynn*, *University of Delaware* | 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” | **Asynchronous writing and posting**  Discussion Leadership 1 |
| 06/06 (R) | **F2F**  Research Talk  *Guest: Dr. Ashley Boyd, Washington State University*  What is synthesis writing?  Writing Groups | Boyd & Darragh, “Complicating Censorship: Reading *All American Boys* with Parents of Young Adults:  Boyd & Bereiter “’I Don’t Really Know What a Fair Portrayal Is and What a Stereotype Is’: Pluralizing Transgender Narratives with Young Adult Literature” | Discuss Major Course Assignments:   * Research Problem Statement * Annotated Bibliography * Synthesis Paper and Presentation   **Discuss Research Interest Topics (in class)**  Discussion Leadership 2 |
| 06/11 (T) | **F2F**  Research Talk—Backchanneling and ELA  *Guest: Dr. James Chisholm, University of Louisville* | Chisholm, “Using Backchanneling Technology to Facilitate Dialogic Discussions about Literature” | **DUE: Research Interest Talk (in class)**  Discussion Leadership 3 |
| 06/13 (R) | **F2F**  Canons, Culture, and Tensions  *Dr. Jeanne Dyches*, *Iowa State University* | Dyches, “Critical Canon Pedagogy: Applying Disciplinary Inquiry to Cultivate Critical Consciousness”  Dyches, “Shaking Off Shakespeare: A White Teacher, Urban Students, and the mediating Powers of a Canonical Counter-Curriculum” | Discussion Leadership 4  **Post Flipgrid Weekly Update (Fri. 6/14)** |
| 06/18 (T) | **F2F**  Research Talk—Dr. Cook | Cook & Sams, “A Different Kind of Sponsorship: The Influence of Graphic Narrative Composing on ELA Pre-Service Teachers’ Perceptions of Writing and Literacy Instruction”  Cook, “ELA Teachers & Whiteness: Barriers to Teacher Agency Development” | Discussion Leadership 5  **DUE: Target Research Issue/Question Due**  **(Rationale Statement + 5 Selected Articles with Abstracts)—upload to discussion board** |
| 06/20 (R) | **No Class—Reading Day for Minimester 1** |  | **Post Flipgrid Weekly Update (Fri. 6/21)** |
| 06/25 (T) | **F2F**  Queer Elements, Idiologies, and Cultural Capital in Literature  *Dr. Stephanie Shelton, University of Alabama*  Research Writing and Workshop | Shelton, “A Narrative Examination of Sociocultural Factors’ Effects on LGBTQ Teacher Ally Work”  Shelton, “Queering Intersectional Literacies to Redefine Female Sexualities: A Case Study” | Discussion Leadership 6 |
| 06/27 (R) | **F2F**  Individual meetings with Dr. Cook |  | Discuss and receive feedback on annotated bibliography and synthesis paper development  **Post Flipgrid Weekly Update (Fri. 6/28)** |
| 07/02 (T) | **Online**  Research Talk—Reimagining Writing with/in Historically Marginalized Communities  *Dr. Latrise Johnson, The University of Alabama* | Johnson, “Changing the World with Our Word: Talk, Text, and Extended Pre-Writing to Engage Secondary Students”  Ife, “Powerful Writing: Promoting a Political Writing Community of Students” | Asynchronous Writing and Posting  Respond to colleagues’ Research Problem Statements  Online Discussion Leadership 1 |
| 07/04 (R) | **Online**  Peer Review |  | Asynchronous Writing and Posting: Discuss and receive feedback on annotated bibliography and synthesis paper development  **Post Flipgrid Weekly Update (Fri. 7/05)** |
| 07/09 (T) | **Online**  Pedagogies of Place  Place 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?” | Online Discussion Leadership 2  Final peer review for annotated bib and synthesis paper |
| 07/11 (R) | **Online**  Affect, Love, Resistance  (Unbearable Knowledge) | Enriquez, “Embodiments of ‘Struggle’”  Thein et al., “Examining Emotional Rules in the English Classroom” | **Due: Annotated Bibliographies**  Online Discussion Leadership 3 |
| 07/16 (T) | **Online**  Research Talk—TBD |  | Online Discussion Leadership 4 |
| 07/18 (R) | **Online**  Working on Synthesis Papers | No readings assigned; continue reading the research for your paper | **DUE: Presentations (via video or screencast)—provide feedback to peers by 7/23** |
| 07/23 | **Online** | TBD | **DUE: Synthesis Papers** |
| 07/25 | **Online** | TBD |  |