# Research Studies in English Language Arts Education

# Summer 2021

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

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

Zoom Link for Virtual Meetings: <https://auburn.zoom.us/j/81144967317>

NOTE: We will make use of both face-to-face and online/virtual meetings. See the course calendar for specifics.

**Instructor**: Mike Cook, Associate 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 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.

**Assessment**

Let me open with this: I believe that grades generally get in the way of learning. This, of course, has consequence for teaching, for student growth, for our democracy, and (I might add) for humanity. As a result, “grading” in this class may be radically different than anything you’ve experienced in your prior schooling.

While final course grades are unavoidable (Auburn requires that you each receive a letter grade), your work throughout the semester will NOT receive grades. But…and this is key…there are a few requirements you will have to meet for your assignments to be officially “turned in.” Requirements for each assignment include, but are not limited to:

* Submitting initial drafts on/by relevant due dates
* Engaging in required revisions (sometimes multiple rounds) and resubmitting on/by relevant due dates

Final assignments will not be considered accepted (and turned in) until all rounds of required revision have been successfully/adequately completed. Once an assignment is accepted, it is understood to represent the equivalent of an ‘A’. **Note:** It is important to keep in mind that while I have a no grade policy, your course requirements are just that—requirements and not options.

The real idea here is to remove grades as a barrier to learning and growth and to make your experiences in this course more about learning itself and about developing as teachers, and not about the grade. Designing instruction and assessments and teaching itself are iterative processes, those we never master but use experience, feedback, and even failure to develop and get better. Thus, grading individual assignments is inauthentic in this course. I want you to grow as ELA teachers and scholars and as people tasked with providing relevant, equitable, and just educational experiences to your future students. I want you (and your future students) to focus on something other than competition and about focusing on what one needs for an ‘A’. Instead, I want you all to focus on what you need to do to improve and to grow. And I want to make your learning and your development as teachers humane and useful.

We’ll be talking quite a bit about this throughout the semester, and I look forward to your thoughts and perceptions. \*I am more than happy to schedule time to chat with any of you if you have questions or concerns.

**Note:** During the first two weeks of the semester, we will collaboratively establish any necessary course policies, norms, expectations, consequences, etc. I believe this should be a team and democratic effort, and I hope this serves as one example of how you can include your future students in such discussions and classroom policy development. Among the policies we may establish together are:

* Due Dates
	+ Expectations and consequences
	+ Managing issues that inevitably arise (i.e., being proactive)
* Classroom norms
	+ Discussions—creating a supportive and critical space for difficult and complex issues
	+ Accountability
	+ Creating space for and talking about race, ethnicity, gender
	+ Language

After we collaboratively create these policies, I will add them to the syllabus and share a final version with each of you.

**Course Schedule**

(subject to adjustment as needed)

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 05/25 (T) | **Online (asynchronous)**Course IntroductionThe Question of “Good” Research | Hostetler, “What is ‘Good’ Education Research?”Patel, “Countering coloniality in educational research: From ownership to answerability”  | Sign up for Discussion Leadership |
| 05/27 (R) | **Online (asynchronous)**Human(izing) research | Paris, “’A friend who understand fully’: Notes on humanizing research in multiethnic youth community”Kirkland, “A pedagogy for Black people: Why naming race matters” | Read course assignment sheets and be prepared to discuss next week.  |
| 06/01 (T) | **F2F**Introduction to Research Issues in ELA | Morrell, “Critical English Education”Yagelski, “Stasis and change: English education and the crisis of sustainability”  | Discussion Leadership 1Discuss Major Course Assignments:* Research Problem Statement
* Annotated Bibliography
* Synthesis Paper and Presentation
 |
| 06/03 (R) | **Online (asynchronous)**Critical Race English EducationWhat is synthesis writing?Writing Groups | Baker-Bell, Butler, & Johnson, “The pain and the wounds: A call for critical race English education in the wake of racial violence” Johnson, “Where do we go from here?: Toward a critical race English education”  |  |
| 06/08 (T) | **F2F**Reframing rhetorics and repairing harm | Caraballo & Martinez, “Leveraging language(s): Reframing rhetorics of fear with narratives of agency and hope”de los Rios, Martinez, Musser, Canady, Camangian, and Quijada-Cerecer, “Toward repairing harm: Colonial English education in the United States” | **DUE: Research Interest Talk (in class)**Discussion Leadership 2 |
| 06/10 (R) | **F2F**Anticolonialism and youth engagement  | Lyiscott, Caraballo, & Morrell, “An anticolonial framework fo rurban teacher preparation” Caraballo & Lyiscott, “Collaborative inquiry: Youth, social action, and critical qualitative research”  | Discussion Leadership 3 |
| 06/15 (T) | **Online (Zoom)***Guest: Dr. Samuel Tanner, Penn State Altoona* | Tanner, “Whiteness is a white problem: Whiteness in English education”Tanner, “Dying white people in dead white schools” | **DUE: Target Research Issue/Question Due** **(Rationale Statement + 5 Selected Articles with Abstracts)** |
| 06/17 (R) | **Online (Zoom)***Guest: Dr. Mandie Dunn, The University of South Florida*  | Dunn & Johnson, “Loss in the English classroom: A study of English Teachers’ emotion management during literature instruction”Dunn, “When teachers hurt: Supporting preservice teacher well-being”  | Respond to colleagues’ Research Problem Statements |
| 06/22 (T) | **Online (Zoom)***Guest: Dr. Cody Miller, SUNY Brockport*Research Writing and Workshop | Miller, “Miles Morales: Spider-Man and Reimagining the Canon for Racial Justice”Miller, “Atticus Finch, Abraham Lincoln, and the imagination of white educators”Miller, “Celebrating Banned Books Week means advocating for LGBTQ texts”Miller, “Beyond the letters: Bringing theory to practice” |  |
| 06/24 (R) | **No Class** | **Mini-Semester 1 Exams** |  |
| 06/29 (T) | **Online (Zoom)***Guest: Dr. Antero Garcia, Stanford University* | \*Readings will be included when provided by the author\* |  |
| 07/01 (R) | **Online (asynchronous)** Peer ReviewSchedule individual meetings with Dr. Cook  |  | Asynchronous Writing and Posting: Discuss and receive feedback on annotated bibliography and synthesis paper developmentDiscuss and receive feedback on annotated bibliography and synthesis paper development |
| 07/06 (T) | **F2F**Whose stories are included? Whose are erased?  | Butler, “’Stories behind their hands’: The creative and collective ‘actionist’ work of girls of color”Butler, “#Say[ing]HerName as critical demand: English education in the age of erasure”  | Discussion Leadership 4 |
| 07/08 (R) | **F2F** | TBD | Final peer review for annotated bib and synthesis paper |
| 07/13 (T) | **F2F**Whiteness, inbetweenness, and proleptic literacy education | Lizárraga & Gutiérrez, “Centering Nepantla literacies from the borderlands: Leveraging ‘in-betweenness’ toward learning in the everyday” Gutiérrez, “Rupturing white innocence in teacher education: Designing teacher education as a proleptic activity through social design experiments”  | Discussion Leadership 5**Due: Annotated Bibliographies** |
| 07/15 (R) | **F2F**Working on Synthesis Papers | No readings assigned; continue reading the research for your paper |  |
| 07/20 (T) | **Online (Zoom)***Guest: Dr. Latrise Johnson, The University of Alabama* | \*Readings will be included when provided by the author\* |  |
| 07/22 (R) | **F2F** | TBD | **DUE: Synthesis Papers and Presentations** |

**Course Requirements**

Face-to-Face Participation

Online/Virtual Writing & Participation

Discussion Leadership

Annotated Bibliography

Synthesis Paper & Presentation (and mini-research for PhD students)

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

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, and with one another. 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.

Notes:

* All students are expected to engage in discussion with our guest researchers.
* 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).

**Discussion Leadership:**

Once during the course, you will be responsible for leading discussion of the readings for that day/week. You should design some sort of activity to engage the group in exploring the key concepts, arguments, tensions, and questions raised by the author(s) for the day/week. While each class session will include open-ended discussion time for sharing our responses to the readings, on the day you are to lead the discussion, you will need to have a more structured and planned activity (or set of activities). These should last approximately 45-60 minutes. In preparing, you are welcome to review our previous discussion, chat with peers, and/or meet with me.

Prior to our next class meeting (following your discussion leadership), you must submit a 250-500 word reflection about your experiences. What did you learn through the experience? What went well? What would you change? How has this experience influenced yoiur thinking about research and teaching and learning in English language arts?

We will discuss this more in class.

**Annotated Bibiography:**

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 the Canvas discussion board.

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 81h)**

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

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

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

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, not including references. More information is available on Canvas.

 **Paper and Presentation: Due July 22nd**

**For Doctoral Students:**

In addition to the synthesis paper, doctoral students will also complete a project of their choosing. Your goal will be to propose a project that relates to and extends your investigation this semester. In other words, you will go beyond reviewing and synthesizing the literature related to your question/problem and contribute in some way to the existing body of knowledge.

While I encourage you to propose a project you can get excited about, examples include:

* Conducting a small-scale research project (e.g., observations, interviews, etc.)
* Composing a practitioner article for a journal in our field (e.g., *English Journal*, *Voices from the Middle*, etc.)
* Identify a professional conference and write up a proposal to present your work

You will need to put together a one-page proposal for your project to submit to my by \_\_\_\_\_\_. The proposal should discuss the following:

* Your topic
* The project you will complete (what you will do and what you will draw on beyond the annotated bib and synthesis paper assignments)
* The final product you will produce
* Why the project/product is meaningful for you

**Grade Distribution:**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

**Course Policy Statements:**

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).

 If you have to be absent, please follow the procedures teachers do. That is, just as teachers make arrangements ahead of time for a known absence, so, too, you must make arrangements ahead of time for a known absence. Just as teachers must notify their schools as soon as possible for an emergency absence such as illness, so, too, you must notify me as soon as possible for an emergency absence such as illness. Send me an email.

Attendance: 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. 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 absences during our course without penalty. More than one unexcused absence may impact your final course grade. If you must be absent, please contact or visit with me before your anticipated absence.

Tardies: Make every effort to be on time for class. Coming in late, not matter how quite you try to be, can create a disruption.

Make-Up Policy: If you are absent, you are still responsible for turning in work that is 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. See collaboratively designed grading policies above.

University Rules: I abide by all university rules, including those concerning academic honesty and harassment/discrimination (see below for additional details).

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.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials. Additionally, I will make every effort to send you an email message ahead of time.

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