# Research and Organization of Programs in English Language Arts Education

# Summer 2022

**Course**: CTSE 7530, Research & Organization of Programs in English Language Arts Education

Haley 2461

**Day/Time:** Tues/Thurs 1:00-3:15

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

**Office Hours:** 11:30-12:30 T/TH (virtual or phone appointments also avaialbe as necessary)

**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.

**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:**

Garcia, A. & O’Donnell-Allen, C. (2015). *Pose wobble flow: A culturally proactive approach to literacy instruction*. New York, NY: Teachers College Press. (9780807756522)

Minor, C. (2019). *We got this: Equity, access, and the quest to be who our students need us to be*. Portsmouth, NH: Heinemann. (9780325098142)

Winn, M.T., Graham, H., & Alfred, R.R. (2019). *Restorative justice in the English language arts classroom*. Urbana, IL: National Council of Teachers of English. (9780814141014)

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).

**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:

* Attendance
* 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.

**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:**

Participation (Virtual and Asynchronous)

Discussion Leadership

Annotated Bibliography

Professional Development Workshop + Reflection

**Participation (including Canvas, email, face-to-face and virtual meetings, etc.)**

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.

 **Discussion Leadership**

On your assigned day, be prepared to lead in class discussions of our reading(s) for that days. You should allude to our 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 any prompt(s), tasks, supplemental readings, etc. to us with adequate time to prepare (i.e., at least 2 class periods before your assigned day)
* 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 and sustain the conversation; ask questions that push and challenge our thinking and help us learn more about the texts and, by connection, ourselves. We also expect you to fully lead the discussion and to respond in thoughtful, critical ways.

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

\*Plan for your Discussion Leadership to account for a minimum of 1 hour of class time

Prior to our next class meeting, 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 your thinking about curriculum, assessment, ELA education, and equity?

**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/teaching problem within ELA education. You will be required to summarize and evaluate 5-6 research articles that address your problem/question; these articles will be used to provide 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 7th)**

 Workshop Intention Statement + 10 Sources of Interest **(June 16th)**

Annotated Bibliography (5 sources) + 15 Sources **(July 7th)**

**PD Workshop & Reflection**

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, equitable, and antiracist 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)

 Antiracist assessment in student-centered writing instruction

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

 Ecoliteracy in the ELA classroom (rationale and examples)

 Linguistic justice 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) create and facilitate one asynchronous (e.g., via website, video, or other creative approach) PD workshop for your classmates and instructor, which should include (2) guided opportunities for us to learn and grown, (2) feedback related to your session goals for all peers who complete your PD session, (3) documentation that all peers completed the session and met the PD goals, and (4) all relevant handouts, materials, resources, references, etc. In addition 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 opportunities 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).
3. A 10-15 minute presentation (in class) describing your PD series, sharing what you leared from researching and creating it, and articulating what you learned from evaluating your peers’ completion of one of your PD sessions.

 Final Project Due Dates:

 Submit all Workshop/Project Materials to Dr. Cook: **Tues. July 19**

 Individual PD Session Available to Peers: **Tues. July 19**

 Complete and Document Individual PD Session for each Peer: **Sun. July 24**

 Final Workshop/Project Presentations: **Tues. July 26**

 Submit Documentation of Peers Completing Your PD Session: **Thurs. July 28**

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**Course Schedule**

(subject to adjustment as needed)

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| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| Tues. May 24 | **Online (asynchronous)**Introductions | Morrell, “Critical English Education” |  |
| Thurs. May 26 | **Online (asynchronous)** | Minor—Foreword (pp. vi-vii)Minor—Introduction (pp. xii-xvi) | **Complete first week assignment on Discussion Board** |
| Tues. May 31 | **Face-to-Face** | Minor—Part 1: This Ain’t Everybody’s Hero Story—It’s Yours (pp. 1-8)Minor—Chapter 1 (pp. 9-26) | **Sign-up for Discussion Leadership (in class)** |
| Thurs. June 2 | **Face-to-Face** | Minor—Chapter 2 (pp. 27-46)Minor—Chapter 3 (pp. 47-70) | **Peer Review: Workshop/Project Topic Possibilities** |
| Tues. June 7 | **After Discussion Leadership, we’ll have (1) in class work time and (2) individual meetings with me to discuss your workshop interest**  | Minor—Part 2: Taking Your Dreams Off Deferment (pp. 71-76)Minor—Chapter 4 (pp. 77-102)Minor—Chapter 5 (pp. 103-124) | **Workshop Interest Meeting with Dr. Cook**Discussion Leadership 1 |
| Thurs. June 9 | **Face-to-Face** | Minor—Chapter 6 (pp. 125-142)Minor—Epilogue (pp. 143-144) | Discussion Leadership 2 |
| Tues. June 14 | **Face-to-Face** | Garcia & O’Donnell-Allen—ForewordGarcia & O’Donnell-Allen—Introduction (pp. 1-16) | Discussion Leadership 3 |
| Thurs. June 16 | **Face-to-Face** | Garcia & O’Donnell-Allen—Chapter 1 (pp. 17-32)Garcia & O’Donnell-Allen—Chapter 2 (pp. 33-55) | **Workshop Intention Statement + 10 Sources Due**Discussion Leadership 4 |
| Tues. June 21 | **Face-to-Face** | Garcia & O’Donnell-Allen—Chapter 3 (pp. 56-74)Garcia & O’Donnell-Allen—Chapter 4 (pp. 75-88) | Discussion Leadership 5 |
| Thurs. June 23 | **No Class** |  | **Mini-Semester 1 Exams** |
| Tues. June 28 | **Face-to-Face** | Garcia & O’Donnell-Allen—Chapter 5 (pp. 89-108)Garcia & O’Donnell-Allen—Chapter 6 (pp. 109-129) | Discussion Leadership 6**Peer Review: Annotated Bibliography** |
| Thurs. June 30 | **Online (asynchronous)** | Garcia & O’Donnell-Allen—Conclusion (pp. 130-136) | **Share project updates in class**Discussion Leadership 7 |
| Tues. July 5 | **Online (asynchronous)** | Winn et al.—Prologue (pp. vii-xii)Winn et al.—Adolescent Literacy: An NCTE Policy Research Brief (pp. xiii-xxiii) | **Share project updates on discussion board****Peer Review: Workshop Materials** |
| Thurs. July 7 | **Online (asynchronous)** | Winn et al.—Chapter 1 (pp. 1-10)Winn et al.—Chapter 2 (pp. 11-43) | **Annotated Bibliography Due****Continue working on your Workshop Materials and Presentation****Share project updates on discussion board** |
| Tues. July 12 | **Online (asynchronous)** | Winn et al.—Chapter 3 (pp. 44-70)Winn et al.—Chapter 4 (pp. 71-86) | **Continue working on your Workshop Materials and Presentation****Share project updates on discussion board** |
| Thurs. July 14 | **Online (asynchronous)** | Winn et al.—Chapter 5 (pp. 87-100) | **Continue working on your Workshop Materials and Presentation****Share project updates on discussion board** |
| Tues. July 19 | **Online (asynchronous)** |  | **Final Workshop Projects Due****PD Session Available for Classmates to Complete** |
| Thurs. July 21 | **Online (asynchronous)** |  | **Complete Individual PD Sessions for Each of your Classmates (complete by Sunday July 24 and submit evidence or documentation to PD leader)** |
| Tues. July 26 | **Face-to-Face** |  | **Workshop Presentations** |
| Thurs. July 28 | **Online (asynchronous)** |  | **Email Evidence of Completed PD Session for Classmates to Dr. Cook** |
| Exam Week |  |  |  |