# Research and Organization of Programs in English Language Arts Education

# Summer 2024

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

Library 4127

**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](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 familiar 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. (2024). *Pose wobble flow: A liberatory approach to literacy instruction* (2nd ed.). New York, NY: Teachers College Press. (9780807769348)

\*Available April 26, 2024\*

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

Additional book selected with your book group

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.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Course Requirements/Evaluation:**

Participation (Virtual and Asynchronous)

Annotated Bibliography

Professional Development Workshop + Presentation

Book Group Reading and Presentation

**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.

**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 PD 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 **(May 30th)**

Workshop Intention Statement + 10 Sources of Interest **(June 11th)**

Annotated Bibliography (5-6 sources) + 15 Sources **(July 2nd)**

**PD Workshop & Presentation**

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 critical, socially just, equitable, antiracist, and innovative literature instruction. The audience for your PD workshop is other ELA teachers and, in some cases, school professionals. Regardless of the approach you choose (your options are numerous), your workshop must focus on helping ELA teachers develop as critical and equitable teachers of literature.

Our course readings will help orient you to the possibilities of your independent work. To “submit” your workshop project, you will design a PD workshop series (with a minimum of 4 sessions) that you can use to engage other ELA teachers in developing as equitable and critical teachers of literature. Each of the four sessions should include explicit goals, materials (e.g., handouts, texts, etc.), guided activities and opportunities to learn and grow together, opportunities for reflection and (self) assessment, resources, support (including how you will/can provide feedback to teacher participants), etc. When planning your PD series, imagine these would happen in a face-to-face setting, with aynchronous assignments between sessions.

(3) documentation that all peers completed the session and met the PD goals, and (4) all relevant handouts, materials, resources, references, etc. To complete this assignment, you will prepare and submit:

1. A three-page write up, including: (a) an overview of the PD series, (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 four PD sessions. You should prepare (and provide us adequate information) as though you will implement the PD series in the 2024-2025 school year. Be sure to include 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 20 minute presentation (in class) to a/your school principal (we will be your proxy) arguing for your PD series and requesting permission to implement it. You shoul fully describ your PD series, including an overview of the project you compose, share what you leared from researching and creating it, and articulating what you and participants will learn from engaging in your P series.

Final Project Due Dates:

Submit all Workshop/Project Materials to Dr. Cook: **Tues. July 25**

Final Workshop/Project Presentations: **Exam Sesssion (TBA)**

Book Groups

In addition to our shared course texts, you will collaborate in book groups to select (from a list provided) one additional book to read and discuss together. The goal here is two-fold: one, I want you to have some choice in what you read and how you engage it and two, I want you to experience the possibilities that accompany membership in a professional book group/club. Throughout the summer, I will provide opportunities for you and your group members to provide in-process updates on your reading, collaborative experiences, and growth. At the end of our semester, your group will also share a more formal presentation (20 minutes) that articulates your experiences and learning. This can include, among other things:

* A summary of the text
* The big questions the book elicited for you as readers (and that came up as part of your discussions)
* Key take-aways
* Connections to teaching ELA
* Ways it challenged your thinking
* How it helped you evolve as teachers
* Etc.

Note that only one group will be able to select a given text. This is to introduce us all to a broader range of professional readings. I will provide instructions for selecting and signing up for your book group text.

Text Options for Book Groups:

* Workshopping the Canon for Democracy and Justice (Styslinger)
* Literature and the New Culture Wars: Triggers, Cancel Culture, and the Teacher’s Dilemma (Appleman)
* Reading for Action: Engaging Youth in Social Justice through Young Adult Literature (Boyd & Darragh)—focused on high school classrooms
* Reading for Justice: Engaging Middle Level Readers in Social Action through Young Adult Literature (Boyd & Darragh)—focused on middle school classrooms
* Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents (Appleman)
* Building Critical Literacy and Empathy with Graphic Novels (Dehart)
* \*You may also propose another title

As part of this assignment, your book group should meet (face-to-face or virtually) at least once per week from the beginning of the week of June 25 to the end of the week of July 18.

Book Group Presentations will be on Thurs. July 25

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Course Schedule**

(subject to adjustment as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| Tues. May 16 | **Online (asynchronous)**  Introductions | Read syllabus  Begin reading *We Got This!* (Minor)  Explore possible topics for final PD project |  |
| Tues. May 21 | **Online (asynchronous)** | Continue reading *We Got This!* (Minor)  Continue exploring possible topics for final PD project |  |
| Thurs. May 23 | **Online**  **(asynchronous)** | Continue reading *We Got This!* (Minor)  Continue exploring possible topics for final PD project |  |
| Tues. May 28 | **Face-to-Face** | Finish *We Got This!* (Minor) | **Discuss course assignments**  **Discuss *We Got This!***  **Article groups and text selection**  **Refine PD project topics** |
| Thurs. May 30 | **Face-to-Face** |  | **Workshop interest meeting with Dr. Cook to finalize project topics** |
| Tues. June 4 | **Face-to-Face** | Begin *Pose, Wobble, Flow* (Garcia & O’Donnell-Allen) | **In class conference and work time** |
| Thurs. June 6 | **Online**  **(asynchronous)** | Continue *Pose, Wobble, Flow* (Garcia & O’Donnell-Allen) |  |
| Tues. June 11 | **Face-to-Face** | Continue *Pose, Wobble, Flow* (Garcia & O’Donnell-Allen) | **Workshop Intention Statement + 10 Sources Due**  In class conference and work time  *Pose, Wobble, Flow* Reading Check-Ins |
| Thurs. June 13 | **Online**  **(asynchronous)** | Continue *Pose, Wobble, Flow* (Garcia & O’Donnell-Allen) |  |
| Tues. June 18 | **Online (Zoom)** | Continue reading *Pose, Wobble, Flow* (Garcia & O’Donnell-Allen) | **Workshop and conferencing project outlines**  *Pose, Wobble, Flow* Reading Check-Ins |
| Thurs. June 20 | **Online (Zoom)** | Finish reading *Pose, Wobble, Flow* (Garcia & O’Donnell-Allen) | **Workshop and conferencing project outlines**  *Pose, Wobble, Flow* Reading Check-Ins  **Peer Review: Annotated Bibliography** |
| Tues. June 25 | **Online (asynchronous)** | Book Groups—Read Selected Text with Group | **Share project** |
| Thurs. June 27 | **Online (asynchronous)** | Book Groups—Read Selected Text with Group | **Share project updates**  **Peer Review: Workshop Materials** |
| Tues. July 2 | **Online (asynchronous)** | Book Groups—Read Selected Text with Group | **Annotated Bibliography Due**  **Continue working on your Workshop Materials and Presentation** |
| Thurs. July 4 | **No Class—University Holiday** |  | **Continue working on your Workshop Materials and Presentation** |
| Tues. July 9 | **Online (asynchronous)** | Book Groups—Read Selected Text with Group | **Continue working on your Workshop Materials and Presentation** |
| Thurs. July 11 | **Online (asynchronous)** | Book Groups—Read Selected Text with Group |  |
| Tues. July 16 | **Face-to-Face** | Book Groups—Read Selected Text with Group |  |
| Thurs. July 18 | **Face-to-Face** | Book Groups—Read Selected Text with Group |  |
| Tues. July 23 | **Face-to-Face** |  |  |
| Thurs. July 25 | **Face-to-Face** |  | **Final Workshop Projects Due**  **Book Group Presentations** |
| Tues. July 30 | **Online (asynchronous)**  **Study/Reading Day for Final Exams** |  |  |
| Exam Week | **Face-to-Face** |  | **Final PD Project Presentations** |