

EDTD 6121 & EDTD 7162
Research in Language Arts Education/Advanced Topics in English Education
Fall 2007 • October 15-December 7
Thursdays 5:30-8:45 p.m. • University Hall 357
Department of Teacher Education, Augusta State University

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Office Hours: August 20-October 12: M 9:00-2:00; T 9:00-10:00; TH 9:00-10:00 a.m. & 1:00-4:00
Beginning October 15: M 1:00-5:00, T 9:00-10:00, TH 9:00-10:00 a.m. & 1:00-5:00

Prerequisites: EDTD 6121: Admission to the graduate program
EDTD 7162: Admission to the Ed.S. Program or permission of the instructor

COURSE DESCRIPTIONS:

EDTD 6121 *Research in Language Arts Education*

Students in this course will examine current research and initiatives concerning English language arts education, including the areas of reading, writing, listening, speaking, and using media. The philosophical underpinnings of a variety of curricular and instructional approaches will be examined. Results of these studies will be compared to the recommendations made in *Standards for English Language Arts*.

EDTD 7162 *Advanced Topics in English Education*

This course will examine current research, practices, and issues in English language arts education as delineated in journal readings, conference proceedings, and other relevant sources. Students will synthesize these findings and will determine implications for curriculum and instruction in language arts.

COURSE OBJECTIVES:

- ◆ To engage in intellectual activity within a community of learners.
- ◆ To use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice.
- ◆ To become aware of culturally relevant pedagogy as it applies to literacy learning.
- ◆ To analyze and think critically about visual and print media.
- ◆ To examine and critically question research-supported teaching pedagogies (constructivist, transformative, and other progressive, student-centered pedagogies).
- ◆ To examine research on issues of race, ethnicity, social class, culture, gender, language, and sexual orientation in relation to the practice of teaching language arts.
- ◆ To develop an inquiry project and/or action plan based on current research.

NATIONAL STANDARDS:

This course addresses the Five Core Positions as delineated by the National Board for Professional Teaching Standards (http://www.nbpts.org/the_standards/the_five_core_propositio), the IRA/NCTE Standards for the English Language Arts (<http://www.readwritethink.org/standards/index.html>), and the INTASC Standards (<http://www.emu.edu/maed/INTASC.html>).

ELECTRONIC PORTFOLIOS: Using the assignments completed during this course (artifacts), students are to document their understanding of the Five Core Propositions from the National Board for Professional Teaching Standards (http://www.nbpts.org/the_standards/the_five_core_propositio). Include in your portfolio a short description of why/how those artifacts support the standard.

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the Augusta State University attendance policy, “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Because this course meets only eight times during the semester, one absence will result in a grade penalty or withdrawal. Tardies and early exits interrupt the class and may be treated as absences. Please keep all pagers and cell phones OFF during class time.

ACADEMIC HONESTY: “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. You must provide a citation for any specific words, ideas, images, etc. taken from another source. Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

EVALUATION/GRADING:

Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. Throughout the semester, feedback on students’ work will be provided orally and in writing by both the instructor and peers. Specific guidelines for assessment of assignments will be provided and/or developed in class. In addition, reflective writing activities will provide students with opportunities for self-evaluation of their learning and growth. Submitting assignments on due dates is expected. Each assignment is due at the beginning of class on the designated due date even if you are absent or tardy. Late papers will be accepted only under the most extreme circumstances and will be penalized 10% per day (up to three days).

Grading Scale: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

COURSE REQUIREMENTS:

- 20% – Regular and punctual attendance & class participation in discussions and activities
- 25% – Presentation of Research into Practice
- 25% – Annotated bibliography of readings
- 30% – Research report/Final paper

Students are expected to check their ASU Campus Pipeline Account on a regular basis as messages might be forwarded from your instructor. Students are also expected to use *LiveText* to create and submit their assignments throughout the semester.

TEXTS:

Flood, J., Squire, J. R., & Jensen, J. M. (Eds.). (2003). *Handbook of research on teaching the English language arts* (2nd ed.). Mahwah, N.J.: L. Erlbaum Associates.

LiveText Membership

Various articles from nationally recognized, scholarly journals (*Journal of Literacy Research, Harvard Educational Review, English Journal, Journal of Adolescent & Adult Literacy, Reading Research Quarterly, Review of Educational Research, Research in the Teaching of English, American Educational Research Journal, Educational Leadership, or Teachers College Record*)

Internet Resources (print these or bring your computers to class if you prefer to read and reference these online):

1. The IRA/NCTE Standards for the English Language Arts
(<http://www.readwritethink.org/standards/index.html>)
2. National Board Professional Teaching Standards and PDF Document: “What Teachers Should Know and Be Able to Do”
(http://www.nbpts.org/the_standards/the_five_core_propositio)
3. NCTE’s Position on Teaching Grammar skills
<http://www.ncte.org/about/press/rel/125932.htm>
4. NCTE Beliefs about the Teaching of Writing
<http://www.ncte.org/print.asp?id=118876&node=367>
5. NCTE: On Reading, Learning to Read, and Effective Reading Instruction
<http://www.ncte.org/about/over/positions/category/read/118620.htm>
6. National Research Center on English Learning <http://cela.albany.edu>
7. EPPI-Centre Effects of Teaching Grammar (on e-reserve)
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=232>
8. NCLB Studies
<http://www.smartbrief.com/news/ascd/storyDetails.jsp?issueid=A5E6DE63-2DDD-488C-9ADD-F499D40736E1©id=349FF929-3793-4665-A691-E5AB6C531489&lmcid=4641678&brief=ascd>

Supplemental readings on E-Reserve