I. Descriptive Information

A. Course number and title: EDSE 728 Advanced Study of the Teaching of English in Secondary Schools

B. Course description: This course is designed to promote the disposition and provide experience which contributes to the growth of the professional language arts educator.

C. Course credit: 3 credit hours

D. Prerequisites: None

E. Intended Audience This course is designed to serve an audience of pre-service and practicing middle and secondary school language arts educators.

F. Instructor: Dr. Victoria Oglan
   Email: vaoglan@yahoo.com
   Office: Wardlaw 206
   Office Hours: Tues. 1:00-3:30
   Wed. 1:00-3:30

II. Course Goals, Objectives, and Conceptual Framework

A. Goals

1. to promote and strengthen professional attitudes needed by English language arts teachers.
2. to prepare English language arts teachers who are knowledgeable about research theory and findings.

B. Objectives

Students in this course will:

1. engage in reflective practice and pursue continued professional growth and collaboration with colleagues.
2. use writing, speaking, and observing as major forms of inquiry, reflection, and expression.
3. use the processes of composing to create various forms of oral, visual, and written literacy.
4. use writing, visual images, and speaking for a variety of purposes and audiences.
5. use a wide range of writing strategies to generate meaning and to clarify understanding.
6. produce different forms of written discourse.

C. Conceptual Framework

The work of the following researchers and theorists forms the conceptual framework that underlies the objectives and activities of this course: Cochran-Smith, M.; Glaser, B. G.; Guba, E. G.; Hubbard, R. S.; Lewin, K.; Lincoln, Y.; Lytle, S.; Patton, M. Q., Power, B. M.; and Strauss, A. L.

III. Required Texts and Readings


In addition, students will purchase a prepared packet of course readings from Universal Copies containing the following selections arranged by daily topic:

*The I-Search Process*

*Teachers are Researchers*
McLean, M. M., & Gibson, C. M. (1993). Teacher and student perceptions of the value of the computer for writing. In L. Patterson, C. M. Santa, K. G. Short, & K. Smith (Eds.), Teachers are researchers: Reflection and action (pp. 147-152). Newark, DE: International Reading Association.
Planning Research . . . Question(s)


Teacher Research (Method)


Teachers Publishing Research


IV. Administrative Course Requirements

Learning is a social process, and the course is designed to support collaboration. Therefore, it is critical that you attend class and become a member of the community of learners through active participation, taking responsibility for your own growth and the growth of others. It is also necessary that you be on time for every class so we can accomplish all that we have to do. Chronic tardiness is not acceptable.

If you are going to be absent, you must inform me before class either by phone or email. You will be responsible for materials and/or assignments missed when absent.

It is essential that any one enrolled in USC courses attend classes and participate fully in course activities, reading assignments, and writing experiences. The attendance policy for this class is in accordance with the University of South Carolina attendance policy. Missing greater than 10% of the required 45 hours will result in failure of the course.

V. Academic Course Requirements

1. Double Entry Journal
2. Teaching Journal & Reflection
3. I-Search Paper
4. Research Article Review
5. Research Shout
6. Teacher-Research Project Design
7. Research Portfolio
8. Teacher-Research Presentation

VI. Evaluation and Grading

1. Double Entry Journal 40 points
2. Teaching Journal (10) & Reflection (15) 25 points
3. I-Search Paper 25 points
4. Research Article Review 30 points
5. Research Shout 15 points
6. Teacher-Research Project Design 40 points
7. Research Portfolio 60 points
8. Teacher-Research Presentation 20 points
9. Class Participation, as well as positive, intellectual, and reflective attitude toward teaching as a profession 30 points

93-100=A 90-92=B+ 85-89=B 82-84=C+ 77-81=C 74-76=D+ 70-73=D

VII. Major Course Topics
VIII. Description of Assignments

Note: Please do not use plastic sleeves to protect the pages of any assignment. This makes reading and responding to assignments challenging.

Double Entry Journal

You will keep a Double Entry Journal for all reading. BRING YOUR DEJ TO EVERY CLASS. Not having your DEJ every class will affect your final grade for that assignment. We will use the DEJ’s as a tool to inform our discussions.

1. Double Entry Journals must be typed using a two column format like the example given in class.

2. You must have a Title Page and Table of Contents for your Double Entry Journal and these also must be typed. Samples will be provided on Blackboard.

3. You will also code sections of your DEJ. I want to see levels of thinking and reflecting so we will devise a coding system in class for you to use. We will base the coding system on Bloom’s Taxonomy and on what we learn about making connections to text. I expect to see reflections that demonstrate critical thinking about and/or creative application of the reading.

4. Be sure to accurately cite (author, text, chapter, page number) each quote you use. Refer to the sample given in class.

Please ensure that this journal accomplishes at least these goals:

1. It should become a collection of insights and citations that are reflective of your thinking as you move through the theoretical and practical fundamentals of learning about reading and writing in the content areas.

2. It should show reflection about your own dispositions, knowledge, and practices.
3. It should demonstrate clearly that you have read each assignment carefully and thoughtfully.

**Teaching Journal & Reflection**

During your internship B, observation and reflection will become an important part of your growth process. As a result, you will keep a teaching journal to capture your observations and reflections. Any type of notebook will do. Each week you will record at least two entries minimum.

This teaching journal will be a place to record the “critical” incidents of your life in the classroom. Specifically describe the “best” and the “worst” experiences. Think of questions like: What are your concerns as you begin the semester’s experience? What do you think of the classes you will teach? How will you and your cooperating teacher approach these classes? Specific ideas? What strategies did you try to implement in your classroom? How did specific students respond? Why do you think they responded in such a way? What challenges did you face in implementing best practice in the teaching of reading and writing? What would you change next time, and why? What questions would you like to ask your self, your students, your classmates, or your administrators? What will you try next, and why?

For the reflection, you will pick 5 entries from your journal. In a chart format using what, so what, now what you will chronicle the details of each event.

**I-Search Paper**

Drawing from your reading of Macrorie’s *The I-Search Paper*, students will write a 5 page I-Search paper, documenting the story of their professional concern research. The paper must include 4 sections: what I knew (and didn’t know about my topic when I started out); why I’m writing this paper (the writer demonstrates that the search may make a difference in his/her life); the search (story of the hunt); and what I learned (or didn’t learn—a search that failed can be as exciting and valuable as one that succeeded). This paper is due the same evening as your professional concern presentation.

**Research Article Review**

Students will peruse copies of *Research in the Teaching of English* and the *Journal of Literacy Research*. Students will write a 5-7 page summary of one study, citing it in APA format, analyzing its research question, literature review, setting, participants, data collection, data analysis, findings, and discussion.

**Research Shout**

For class meetings as indicated, students will prepare a research “shout” with
accompanying 1-page informative handout (bring a copy for everyone in your study group). Students will provide classmates with a 7-minute overview of where they are in their line of inquiry. You might share your questions, findings, discoveries, wonderings, and wanderings with others.

Teacher-Research Project Design

Students will plan a teacher-research study during the course of the semester. In a 7-10 page proposal, students will:

1. explain purpose
2. list research question(s)
3. review literature
4. describe setting and participants
5. provide data collection methods
6. supply data analysis procedures
7. predict findings
8. consider implications

Research Portfolio

A portfolio is a description of your research accomplishments supported by relevant artifacts and reflection on those artifacts that demonstrate the thinking process behind the artifacts. Portfolios provide documented evidence of research that is thoughtful, systematic, substantive, and reflective.

Students will compile a research portfolio which documents the progress of their study through the inclusion of all artifacts (e.g. teaching journal, drafts of research questions, copies of articles or APA listing of articles reviewed, research shout handouts, description of setting and participants, surveys completed by students, coded data, plans for your presentation) collected during the course of this study.

Also included in this portfolio is a final reflection on the researcher’s process. This reflection will be a 2-4 page reflection on your research journey documenting where I started, where I am now, where I want to go.

Teacher-Research Presentation

Students will present a 10-minute “aesthetic representation” of knowing which will highlight discoveries made during the process of engaging in the research process. This is to be a well practiced celebration of your learning.

NOTE: Article Draft (MEd and Ph.D. students only)

Those students pursuing an Med or doctoral degree will write a draft of their teacher-research study for publication in a journal of their choice.
Editorial Note

All assignments written out of class (other than the teaching journal and researcher’s log) are to be word processed and well edited. All sources must be cited correctly in APA format. Points will be deducted for turning in unedited writing. As prospective English language arts teachers you will be held to the use of standard conventions for written English.

Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the professor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the appropriate office.

Plagiarism

University policies regarding academic responsibility WILL BE STRICTLY ENFORCED

See: Student Affairs Policy STAF 6.25
http://www.sa.sc.edu/carolinacommunity/judicial.htm#Academic%20Responsibility

Any student who turns in work copied from another source (including the Internet) without due credit to that source and without the consent of that other source has plagiarized and will receive a 0 on the assignment. In addition, a letter of Academic Dishonesty will be issued by the instructor and Department Chair to be placed in the student file.
Collaborative Evaluation Rubric
EDSE 728

Course guidelines for grading: This course is a graded course using A, B+, B, C+, C, D+, F where A = 93-100; B+ = 90-92; B= 85-89; C+ = 82-84; C = 77-81; D+ = 74-76; D= 70-73. Students are required to conform to attendance guidelines. Students are required to complete all assignments thoroughly and professionally.

Three categories of engagement are part of this course evaluation:

Class Participation = 30 pts; Professional Development = 175 pts; Written Papers = 95 pts

Name:_____________________________ Social Security Number:_____________________

Date: Mid ______________ End-of-Semester_____________________

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<thead>
<tr>
<th>Allocate Points in each Category</th>
<th>Instructor</th>
<th>Student</th>
<th>Comments</th>
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<tr>
<td><strong>Class Participation (30)</strong></td>
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<td>Attendance &amp; Punctuality (15 pts)</td>
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<td>Supporting My Peers (5 pts)</td>
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<td>Prepared for class (5 pts)</td>
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<td>Positive &amp; reflective attitude toward teaching (5 pts)</td>
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<td><strong>Professional Development (175)</strong></td>
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<td>Double Entry Journal (40 pts)</td>
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<td>Teaching Journal (25 pts)</td>
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<td>Professional Concerns (15 pts)</td>
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<td>Research Shout (15 pts)</td>
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<td>Teacher Research Presentation (20 pts)</td>
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<td>Researcher Portfolio (60 pts)</td>
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<td><strong>Written Papers (95)</strong></td>
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<td>I-Search Paper (25 pts)</td>
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<td>Research Article Review (30 pts)</td>
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<td>Teacher Research Project Design (40 pts)</td>
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<td><strong>Grade (possible 300 pts)</strong></td>
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**FINAL Grade for EDSE 728: ______________**
Secondary EDSE 728 Calendar
Spring 2009

January 12-15 (M-Th)  Internship B Seminar
January 16 (F)  Interns meet with Coaching Teachers
January 19 (M)  Dr. Martin Luther King Jr. Service Day – no USC classes
January 20 (T)  Internship B Begins
February 2 (M)  Last Day to Apply for May Graduation
March 8-15  USC Spring Break
April 27 (M)  Last Day of Classes
April 28 (T)  Internship B Ends

**District Spring Break Dates**
Lexington One  April 6-10
Lexington Two  April 6-10
Richland One  April 6-10
Richland Two  April 6-10
Richland/Lexington Five  April 6-10
Newberry  April 6-10
**EDSE 728 READING SCHEDULE, TOPICS, DUE DATES**

**REMININDER ➔ BRING YOUR COMPLETED DEJ TO EVERY CLASS**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS / READING TO COMPLETE PRIOR TO CLASS</th>
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<tbody>
<tr>
<td>January 14</td>
<td>Welcome  Syllabus Overview Reading Assignment for next class Forming Groups: Brainstorming our Professional Concerns</td>
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<td>January 28</td>
<td>Becoming a Professional Educator Professional Concerns</td>
<td>Bridging English pp. 456-475 2nd ed; 424-438 3rd ed Routman article provided</td>
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<td>February 4</td>
<td>The I-Search Process</td>
<td>Reading Packet – I-Search section</td>
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<td>* Bring to class -&gt; Teacher Journal to share observations</td>
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<td>February 11</td>
<td>Teachers are Researchers</td>
<td>Reading Packet – Teachers are Researchers</td>
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<td>* Bring to class -&gt; draft of your research questions &amp; a list of the literature for your literature review</td>
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<td>February 18</td>
<td>Planning Research…Questions</td>
<td>Reading Packet – Planning Research Questions Art of Classroom Inquiry – Introduction &amp; ch. 1</td>
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<td>* Professional Concerns due</td>
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<td>* I-Search Paper due</td>
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<td>Date</td>
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<td>Reading Packet</td>
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<td>February 25</td>
<td>Research Design</td>
<td>Art of Classroom Inquiry – ch. 2; Appendix A</td>
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<td>Reading Packet – Teacher Research (Method) – <strong>Read everything in this section BUT the article on Descriptive Research</strong></td>
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<td>* Bring to class -&gt; Teacher Journal &amp; revised research questions</td>
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<td>March 3</td>
<td>Collecting Data</td>
<td>Art of Classroom Inquiry – ch.s 3, 4, Appendices B, C, D</td>
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<td>Analyzing Data</td>
<td>* Bring to class -&gt; research project design draft; &amp; an outline of what artifacts you have in your research portfolio</td>
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<td>March 10</td>
<td>USC BREAK</td>
<td>RESEARCH DAY</td>
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<td>March 17</td>
<td>Reviewing Literature</td>
<td>Art of Classroom Inquiry – ch. 5</td>
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<td>* Bring to class – an outline / draft of how you are doing data collection and how you plan to analyze that data</td>
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<td>March 24</td>
<td>DISTRICT SPRING BREAK</td>
<td>NO CLASS MEETING</td>
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<td>March 31</td>
<td>Funding, Presenting, and Publishing Research</td>
<td>Art of Classroom Inquiry – ch. 6, 7 &amp; Appendices E, F</td>
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<td>Reading Packet – Publishing Teacher Research</td>
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<td>April 7</td>
<td>Workshop: Teacher Research Project Design</td>
<td>* Bring to class -&gt; drafts of your research project design for feedback from your peers.</td>
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<td>* We will develop a rubric for this assignment in class</td>
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<td>April 14</td>
<td>RESEARCH DAY</td>
<td>INDIVIDUAL CONFERENCES</td>
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<td>April 21</td>
<td>Research Celebrations</td>
<td>* Teacher Research Presentations</td>
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<td>* Teacher Research Project Design due</td>
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<td>April 28</td>
<td>Final Thoughts</td>
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