

ELAN 4401 -- Teaching as Collaborative Inquiry

2002 Fall Semester

Time and Location: Tuesdays, 11:00-1:30; Room 116/117 Aderhold Hall
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Course Description

This course is designed to introduce pre-service English Language Arts teachers to qualitative research so that they will be able to investigate teaching and learning in their own classrooms and elsewhere. Students will first be introduced to critical pedagogy since it offers a useful theoretical framework for developing a stance of inquiry-based teaching and learning. Then, after a period of intensive reading about the qualitative research process, including action or practitioner research, students will design, implement, and represent a research project in which they talk with students about their literacy practices. At the end of the course, students should not only be comfortable with the notion of the "persistent critique" of the taken-for-granted but should also be prepared to identify, design, implement, and complete research projects once they become classroom teachers in order to critique and improve their own practice.

Objectives

- To celebrate our opportunity to work with adolescents and do our very best to enrich their lives.
- To understand that theory and practice go hand in hand -- that theories of teaching and learning guide our practice in classrooms and that our experiences in classrooms enable us to reformulate our theories.
- To learn the theory and practice of critical pedagogy.
- To learn to practice "persistent critique," i.e., to be willing to look at the possibilities and limits of what we are able to hear/think/know because of our identities as multicultural subjects.
- To develop a sense of inquiry and begin to see ourselves as teacher researchers who know how to investigate systematically a problem that intrigues us.
- To learn how to design, implement, and represent a research project.

Policies and Procedures

- Absences. Any absences are frowned upon. An unexcused absence will result in lowering your grade by one letter. If you need to be absent, contact me in advance.
- Incompletes. We will not give incompletes as a final course grade. If all required work is not turned in at the end of the semester, you will receive a failing grade for the course.

- Written work. Written work is to be typed and double-spaced with 1" margins, **except weekly response papers, which should be single-spaced.**
- Reading. All reading should be completed **before** class to prepare for discussion. Some of the readings are difficult and may require re-reading, so plan accordingly.
- Participation. Students are expected to take an active part in class activities.

Required Reading

Books:

Glesne, Corrine. (1999). Becoming qualitative researchers: An introduction. (2nd ed.). New York: Longman. ISBN: 0-8013-1633-2

Rose, Mike. (1995). Possible lives: The promise of public education in America. ISBN: 0-1402-3617-1

Wink, Joan. (1997). Critical pedagogy: Notes from the real world (2nd ed.). New York: Longman. ISBN: 0-8013-1669-3

Other Material (Available for copying in OIT – 232 Aderhold)

Bogdan, R. C. & Biklen, S. K. (1998). Qualitative Research for Education: An Introduction to Theory and Methods (3rd ed.). [excerpts from chapter 1; pp. 1-7 & 32-42]. Boston: Allyn and Bacon.

Freire, P. (1999). Pedagogy of the oppressed [chapter 2; pp. 52-67]. New York: Continuum. (Original work published 1970).

Lorde, A. (1984). The transformation of silence into language and action. In Sister outsider [pp. 40-44]. Freedom, CA: The Crossing Press.

St.Pierre, Elizabeth A. (no date). Critical pedagogy. Unpublished Paper.

** Examples of student work that relates to the research project will be in OIT later in the semester.

** Students will need an audio tape recorder and cassette tapes. Recorders are available for check in OIT.

Requirements

- Attendance and Active Participation. (10 possible points). Faithful attendance and participation are required. Includes participation in Research Group and occasional writing assignments.
- Critical Questions & Response Papers. (15 possible points) Used to keep track of what you are learning and experiencing as teacher researchers. On **August 27, September 3, and September 10**, you will bring a succinct one-page response to the assigned readings. This response should

550 words). In your response, you should think of and pose a critical question about the text and then work through your response in your writing. (3 response papers total)

- Researcher's Log. (15 possible points). Used to document and track your research project. In the Researcher's Log you will write regular, dated entries describing everything that you are thinking about your project and everything that is happening in the field. When you begin fieldwork, your observations should be more specific than general; that is, you should observe with your topic in mind. Also, be sure to include reflections on your interviews (how they went, your skill as an interviewer) and descriptions of your participants. I'm looking for rich, thick description of the site, the participants, the interviews, and observation fieldnotes that focus on your TOPIC.
- Literature Review. (10 possible points). Before designing a study to investigate a particular problem, researchers find out what has already been written about the problem by reviewing the literature. An annotated bibliography will be due prior to the completion of your final "write up" of your research project, which will include a formal literature review.
- Research Proposal. (20 possible points). The proposal outlines the design of the proposed study in as much detail as possible and must be approved prior to beginning fieldwork
- Research Report. (30 possible points). The final representation of your research project.

Grading Scale

90 -- 100	A	Excellent
80 -- 89	B	Good
70 -- 79	C	Satisfactory
60 -- 69	D	Passing
59 and Below	F	Failure

WEEKLY SCHEDULE Schedule is subject to change as are all plans!

Block I: Weeks 1-3: 3 weeks at UGA. No assignments in schools.

During this block, we will begin to think about how teachers work within/against the structures of schooling by reading Mike Rose's book, *Possible Lives: The Promise of Public Education in America*, Joan Wink's book, *Critical Pedagogy: Notes from the Real World* and the shorter readings listed in Required Readings. These readings are intended to help us "trouble" what we take for granted, what has become "commonsense," "natural," and "normal" about teaching and learning. The goal is to begin to adopt a "critical" stance that will serve us well as researchers.

Week 1 (Aug 20)	Introductions. Discuss syllabus. Discuss paradigm chart. Discuss critical theory and pedagogy.
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Week 2 (Aug 27) Discuss Freire, Lorde, and St.Pierre readings.
Response Paper due

Week 3 (Sept 3) Discuss Wink's book (entire book)
Response Paper due

Block II: Weeks 4 - 7: 4-week Alternate Placement in Schools -- 12 hrs/wk.

During this block, you will be working 12 hrs/week in schools in addition to attending your UGA classes. In class, we will discuss Mike Rose's qualitative study of teachers practicing critical pedagogy and Glesne's book on qualitative research.

While you are in schools, you should begin to identify a research problem you want to pursue. Think about what you want to know about teaching reading, writing, and language to students. The readings and discussions in ELAN 4400 and 4410 will also help you focus on an issue you want to learn more about. By the end of this block, you should have formulated a research problem and accompanying research questions. We will begin to discuss the research process, and you will learn how to design a qualitative action research project.

Week 4 (Sept 10) Discuss Mike Rose's book (partial reading)
Response Paper due

Week 5 (Sept 17) Discuss Bogdan & Biklen.
Discuss Chapters 1-2 of Glesne
Discuss Research Process and Research Design
handouts.
Form Research Groups.
Begin Researcher's Log

Week 6 (Sept 24) Discuss writing a research proposal.
Research Groups meet.

Week 7 (Oct 1) Discuss Chapters 3-6 of Glesne.
Continue discussion of proposal writing
Research Groups meet.
Researcher's Log on Conceptual Work Due

Block III: Weeks 8 - 9: 2-weeks at UGA. No assignment in schools.

During this block, we will continue to discuss the research process, and you will turn in your Research Proposal for approval. We will complete Glesne's book, and you will begin your literature review, drawing on any reading in ELAN 4400 and 4410 that may inform your research problem.

Discuss Literature Review
Research Groups meet

Week 9 (Oct 15)

Research Proposal due.
Begin Literature Review (prepare annotated bibliography)
Research Groups meet.
Researcher's Log Due

Block IV: Weeks 11 - 13: 4-week Practicum Placement in schools -- 12 hrs/wk.

Once your proposal is approved, you can begin fieldwork and data collection. You will continue your literature review during this block and turn in an annotated bibliography of what you have read prior to writing up your formal literature review.

Week 10 (Oct 22)

Researcher's Log on FIELDWORK begins
Upon approval of Research Proposal, begin data collection.
Continue literature review.
Research Groups meet

Week 11 (Oct 29)

Continue data collection.
Continue literature review.
Research Groups meet.

Week 12 (Nov 5)

Continue data collection.
Annotated Bibliography due.
Research Groups meet.

Week 13 (Nov 12)

Data collection **completed.**
Begin writing literature review.
Research Groups meet.

Block V: Weeks 14 - 17: 4-weeks at UGA: No assignment in schools.

You should write up the literature review so that it can be included in your final representation of your research project. Your final representation is due at the end of the semester. We'll debrief at the end, discussing the problems and possibilities of doing research in schools.

Week 14 (Nov 19)

Researcher's Log Due
Literature review due.
Begin "writing it up."

Week 15 (Nov 26)

Continue "writing it up."
Research Groups meet.

Week 16 (Dec 3)

Final debriefing.
Final Representation of project due.

Week 17 -- Exam Week