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General Information and Tentative Syllabus

NOTE: If you have a documented disability and wish to discuss academic accommodations with me, please contact me in writing during the first week of class.

Enterprise Learning Management System (ELMS) General Information
ELMS (Blackboard) Homepage: http://elms.umd.edu
ELMS Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

Course Performance Objectives

EDCI 840 is a topics course is designed to provide doctoral students with an in-depth analysis of topics and critical issues in English Education. There are three (3) performance objectives: 1) students will read critically and understand theses, claims, warrants and supports in relevant research studies, articles, and chapters; 2) students will be able to articulate a warranted stance based on their critical reading and 3) students will understand how to prepare a review of the research literature on a specific topic of interest.

Required Texts


Highly Recommended References and Texts

Maryland State Department of Education (MSDE) Documents

Maryland State Department of Education (MSDE) website: http://www.msde.state.md.us/


Common Core State Standards Initiative (CCSSI)

Mission Statement: The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Note: The Maryland Voluntary State Curriculum (VSC) is being revised during the 2010 – 2011 academic year to incorporate the Common Core State Standards.

CCSSI website: http://www.corestandards.org/

Maryland Report Card

For performance reports by state, by local school system, and by individual schools, check the Maryland Report Card website: http://www.msp.msde.state.md.us/

Major Papers

All major papers (and other assignments and requests) will be written in edited American English and must be typed and prepared on standard size (8 1/2 x 11) white paper. Papers should be double-spaced with 1 1/2 inch (4 cm) margins at the top, bottom, and sides. All outside sources used for any paper or project must be listed in a reference section and noted in the text of the paper or project according to an APA (see Publication Manual of the American Psychological Association, 6th edition) format. Finally, make photocopies of all submitted work for your files. Do not fax papers to me.

University Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Religious Observances

The University System of Maryland policy on religious observances states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. This policy states that students are responsible to, within the first two weeks of the semester, hand submit notification of the projected absence(s). This is especially important for final examinations. I take the validity of these
requests at face value. An extensive list of religious holidays can be found at http://www.interfaithcalendar.org. Tests and the due dates of other significant assessment must not be scheduled during:

- **Yom Kippur**: Sundown, Fri., Sept. 17 - Nightfall, Sat., Sept. 18, 2010
- **Good Friday**: Fri., April 22, 2011
- **Passover**: Sundown, Mon., April 18 - Nightfall, Tuesday, April 26, 2011

*It is the student’s responsibility to inform me of any intended absences for religious observances in advance* and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. *This problem is especially likely to arise when final exams are scheduled on Saturdays.* I understand and adhere to this policy making every feasible effort to accommodate students’ requests based on attendance of religious observances.

### Course Evaluation (CourseEvalUM)

The Course Evaluation (CourseEvalUM) system will be open for Spring Semester 2011 on Tuesday, May 10. Students may complete their Spring Semester evaluations at that time. The website (www) is [https://www.courseevalum.umd.edu/](https://www.courseevalum.umd.edu/).

### Grading

All major papers and shorter papers will be graded on an A-F basis. Some of the shorter exercises will be graded on a P-F basis. Incompletes will not be given unless you make specific arrangements (in writing) with me before the final grade sheets are due. A written contract signed by both the student and the professor is required. You may obtain a contract form from the College of Education Access Center (1210 Benjamin Bldg.). The incomplete contract form used by undergraduates is adequate for this purpose.

### Final Grades

All work will be taken into account in determining your final grade. Major papers and quizzes will be given greater weight. Class participation will also be a determining factor.

Students will be expected to complete a *Review of the Literature*.

The breakdown is as follows: review of the literature: 80%; review presentation: 10%; class participation: 10%.

If you wish to check your final grade, go to the University of Maryland homepage website. Click on Testudo. Then click on Records & Registration. Finally, click on View Your Grades.

### Class Participation

Since class participation is an important part of this course, it will count as a factor in determining your final grade.

### Online Writing Centers

Below, I have included information on three important online writing centers.

**HARVARD UNIVERSITY**
Cambridge, Massachusetts

[http://www.fas.harvard.edu/~wricntr/](http://www.fas.harvard.edu/~wricntr/)
WAM (Work Stations at Maryland) Student Computer Account

Secure a WAM account application form from 1400 Computer Science Building (the Computer Center Program Library). Complete the application. Turn it in to the Program Library (located in 1400 Computer Science Bldg.) between 9 A.M. and 4:30 P.M. You will need a picture ID and evidence of current University of Maryland registration.

If you have any questions, call the Program Library at (301) 405-4261. For General Information, call Academic Information Technology Services at (301) 405-7171.

Additional Numbers

Consultant Lab (computer questions or problems): (301) 405-1500

World Wide Web (www) Access to the University of Maryland

University of Maryland General Information: http://www.umd.edu/

University of Maryland Testudo: http://www.testudo.umd.edu/

University of Maryland Libraries: http://www.lib.umd.edu/

University Book Center: http://umcp.bncollege.com/

University of Maryland SEATS: http://www.sis.umd.edu/bin/seats

Institutional Review Board (Campus IRB): Human Subjects Research and Mandatory CITI Human Subjects Training

For all current information and application forms on conducting research with human subjects, I suggest you consult the Campus IRB website: http://www.umresearch.umd.edu/IRB/.

Keep in mind that all research applications to conduct research with human subjects must first be reviewed and approved by EDCI IRB. After EDCI IRB review and approval, principal investigators then forward their research applications to Campus IRB, room 0101 Lee Building (basement), for Campus review. Typically, EDCI IRB reviews take two (2) days; Campus IRB, three (3) weeks. Plan on submitting your research application well in advance of conducting your study.

Also, keep in mind that all graduate students (M.A., M.Ed., Ed.D., and Ph.D.) are expected to complete mandatory CITI Human Subjects training. You may access the CITI training website at http://www.umresearch.umd.edu/IRB/citi.html.

Currently, Campus IRB requires all graduate students to complete the Social & Behavioral Research – Basic/Refresher, Basic Course module.
GOOGLE Email Account

If you are interested in securing a GOOGLE email account, let me know. I will be more than happy to provide the necessary enrollment invitation.

Reserve Reading

The articles included under Reserve Reading are available in the Content Collection in ELMS/Blackboard. Refer to your EDCI 840/798 syllabus.

Recording of Class Lectures

All rights reserved. No part of any lecture may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any informational storage and retrieval system, without permission in writing from the professor.

Cell Phones

Please turn off cell phones and other electronic devices during class.

Letters of Recommendation

One of my most important responsibilities is to write excellent letters of recommendations in which I fully support colleagues and students in their professional endeavors. In order to write an effective letter, I need a copy of your current resume; and the full name, professional title, department or unit (with room number, if available), street address, city, state, and zip code of the person to whom I am sending your recommendation. In addition, if you are required to provide me with an evaluation form to accompany the letter, make sure that you complete (type) all of the required information on the form before you give it to me.

I do not write open letters of recommendation (refer to the Buckley Amendment). That is, I do not write public letters for inclusion in professional portfolios, websites, or other published venues. I am always willing to provide you with a copy of the letter that I write for you, but the content of that letter is between you and me. Open (public) letters of recommendation are not worth the paper on which they are written.

Questions or Problems

If you have any questions or problems regarding assignments, papers, or quizzes, please see me about them. By working together, we can resolve any difficulties. Do not hesitate to stop by during my office hours or to make an appointment for some other convenient time.
TENTATIVE SYLLABUS AND CLASS SCHEDULE

   Introduction to course

2. Tues., Feb. 8
   - Chap. 1: Introduction
   - Chap. 2: Sociocultural Constructions of Adolescence and Young People’s Literacies
   - Chap. 3: Who Are Adolescents Today?: Youth Voices and What They Tell Us
   - Chap. 1: Early Traditions
   - Chap. 2: The Birth of a Subject

3. Tues., Feb. 15
   Christenbury et al., 2010
   - Chap. 4: Contexts of Adolescent Literacy
   - Chap. 5: Adolescents Who Struggle with Literacy
   Applebee, 1974
   - Chap. 3: A School for the People
   - Chap. 4: Science and the Teaching of English

4. Tues., Feb. 22
   Christenbury et al., 2010
   - Chap. 6: Proficient Reading in School: Traditional Paradigms and New Textual Landscapes
   - Chap. 7: Fostering Adolescents’ Engaged Academic Literacy
   Applebee, 1974
   - Chap. 5: A Framework for Teaching
   - Chap. 6: Narrowed Goals

5. Tues., March 1
   Christenbury et al., 2010
   - Chap. 8: Divided against Ourselves: Standards, Assessments, and Adolescent Literacy
   - Chap. 9: Adolescent Second-Language Writing
6. Tues., March 8

Christenbury et al., 2010

Chap. 10: Research on the Literacies of AAVE-Speaking Adolescents
Chap. 11: Digital Literacies in the Classroom

Applebee, 1974

Chap. 9: Afterword: The Problems Remaining

7. Tues., March 15

Christenbury et al., 2010

Chap. 12: The Secondary English Curriculum and Adolescent Literacy
Chap. 13: Visual Arts and Literacy

Tues., March 22

University of Maryland Spring Break

8. Tues., March 29

Christenbury et al., 2010

Chap. 14: Policy and Adolescent Literacy
Chap. 15: Tracking and Ability Grouping

9. Thurs., April 5

Christenbury et al., 2010

Chap. 16: Preparing Adolescents for the Literacy Demands of the 21st Century Workplace
Chap. 17: The Literacy Demands of Entering the University

Tues., April 12

10. Tues., April 19

Christenbury et al., 2010

Chap. 18: Literacy in Virtual Worlds
Chap. 19: Reading and Writing Video: Media Literacy and Adolescents

11. Tues., April 26

Christenbury et al., 2010

Chap. 20: Literacy and Identity: Implications for Research and Practice
Chap. 21: Latina/o Youth Literacies: Hidden Funds of Knowledge

12. Tues., May 3

Christenbury et al., 2010

Chap. 22: Beyond Hip-Hop: A Cultural Context View of Literacy
Chap. 23: Boys and Literacy: Complexity and Multiplicity
Chap. 24: Lessons on Literacy Learning and Teaching: Listening to Adolescent Girls

13. Tues., May 10

Christenbury et al., 2010

Chap. 25: Literacy Issues and GLBTQ Youth: Queer Interventions in English Education
Chap. 26: The Literacies of New Immigrant Youth
Chap. 27: American Indian Adolescent Literacy

Review of the research literature is due.

Tues., May 10

Last day of classes
REVIEW OF THE RESEARCH LITERATURE

What is a review of the literature? A literature review is an account of what has been published on a topic by respected scholars and researchers. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available or a set of summaries.

Besides enlarging your knowledge about the topic, writing a literature review allows you to gain and demonstrate skills in two areas:

1. information search: the ability to scan the research literature efficiently, using manual or computerized methods, to identify a set of useful articles and books;
2. critical evaluation: the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things:

a) be organized around and related directly to the thesis or research question you are developing;
b) synthesize results into a summary of what is and is not known;
c) identify areas of controversy in the literature;
d) formulate questions that need further research.

Ask yourself questions like these:

1. What is the specific thesis, problem, or research question that my literature review helps to define?
2. What type of literature review am I conducting? Am I examining issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a teaching strategy)? qualitative research (e.g., case studies)?
3. What is the scope of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., writing research, psychology, sociology, education policy)?
4. How good was my information search? Has my search been wide enough to ensure I have found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I have used appropriate for the length of my paper?
5. Have I critically analyzed the literature I use? Do I follow through on a set of claims and questions, comparing them to each other and the ways scholars articulate them? Instead of just listing and summarizing claims, do I evaluate them, discussing strengths and limitations?

6. Have I cited and discussed studies contrary to my perspective?

7. Will the reader find my literature review relevant, appropriate, and useful?

Ask yourself questions like these about each book or article you include:

1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
3. Could the problem have been approached more effectively from another perspective?
4. What is the author’s research orientation (e.g., interpretive, critical inquiry, combination)?
5. What is the author’s theoretical framework (e.g., psychological, developmental, feminist)?

6. What is the relationship between the theoretical and research perspectives?

7. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature that takes positions she or he does not agree with?

8. In a research study, how valid are the basic components of the study design (e.g., sample, intervention, outcome)? How valid and reliable are the measurements? Is the analysis of the data accurate and relevant to the research questions? Are the conclusions derived in a valid and reliable manner from the data and analyses?

9. In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically charged language and tone? Is there an objective basis to the reasoning, or is the author merely rehearsing what he or she already believes?

10. How does the author structure the argument? Can you deconstruct the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?

11. In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for instructional practice? What are the strengths and limitations?

12. How does this book or article relate to the specific thesis or question I am developing?
## EDCI 840/798: Rubric for Review of the Research Literature

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justified criteria for inclusion and exclusion from review.</td>
<td>Did not discuss the criteria for inclusion or exclusion</td>
<td>Discussed the literature included and excluded</td>
<td>Justified literature included and excluded</td>
</tr>
<tr>
<td>Identified what has been done from what needs to be done.</td>
<td>Did not identify what has and has not been done</td>
<td>Discussed what has and has not been done</td>
<td>Critically examined the state of the field</td>
</tr>
<tr>
<td>Placed the topic or problem in the broader scholarly literature (context)</td>
<td>Topic not placed in broader scholarly literature (context)</td>
<td>Some discussion of broader scholarly literature (context)</td>
<td>Topic clearly situated in broader scholarly literature (context)</td>
</tr>
<tr>
<td>Placed the research in historical context of the field.</td>
<td>History of topic not discussed</td>
<td>Some mention of historical literature</td>
<td>Critical examination of history of topic</td>
</tr>
<tr>
<td>Acquired and enhanced the subject vocabulary.</td>
<td>Key vocabulary not discussed</td>
<td>Key vocabulary defined</td>
<td>Ambiguities in definitions discussed and resolved</td>
</tr>
<tr>
<td>Articulated important variables and phenomena relevant to the topic.</td>
<td>Key variables and phenomena not discussed</td>
<td>Reviewed relationships among key variables and phenomena</td>
<td>Notes ambiguities in literature and proposes new relationships</td>
</tr>
<tr>
<td>Synthesized and gained new perspective on literature.</td>
<td>Accepts literature at face value</td>
<td>Some critique of literature</td>
<td>Offered new perspective</td>
</tr>
<tr>
<td>Identified the main methodologies and research techniques that have been used in the field; and their advantages and limitations.</td>
<td>Research methods not discussed</td>
<td>Research methods used to produce claims discussed</td>
<td>Research methods critiqued or new methods proposed</td>
</tr>
<tr>
<td>Related ideas and theories to research methodology.</td>
<td>Research methods not discussed</td>
<td>Discussed appropriateness of research methods to warrant claims</td>
<td>Critiqued appropriateness of research methods to warrant claims</td>
</tr>
<tr>
<td>Articulated the practical significance of the research problem.</td>
<td>Practical significance of research not discussed</td>
<td>Practical significance discussed</td>
<td>Practical significance of research critiqued</td>
</tr>
<tr>
<td>Articulated the scholarly significance of the research problem.</td>
<td>Scholarly significance of research not discussed</td>
<td>Scholarly significance discussed</td>
<td>Scholarly significance of research critiqued</td>
</tr>
<tr>
<td>Written with a coherent, clear structure that supports review.</td>
<td>Poorly conceptualized, haphazard</td>
<td>Some coherent structure</td>
<td>Well developed, coherent</td>
</tr>
<tr>
<td>Used standard and accepted documentation and reference format (APA 6th edition)</td>
<td>Incorrect use of documentation and reference format</td>
<td>Some appropriate use of documentation and reference format</td>
<td>Appropriate use of documentation and reference format</td>
</tr>
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</tr>
<tr>
<td>Demonstrated mastery of edited academic English.</td>
<td>Significant problems with English usage, word choice, spelling</td>
<td>Some problems with English usage, word choice, spelling</td>
<td>Paper reflects mastery of edited academic English</td>
</tr>
</tbody>
</table>