LIST 5325 – Understanding Literacy Research

Summer 2019 – Subject to Change with Notice

Instructor	Dr. Kathryn Pole – More About Me
Office	Hammond Hall 415
Email	kpole "at" uta "dot" edu – the best way to contact me
Chat Contact	Blackboard IM- kpole
Phone	cell number given upon request
Office Hours	by appointment - online, by phone, or in office if you're nearby
Reply Time	You should expect a reply to email within 24 hours, Monday – Friday. I check email less frequently on weekends. You should expect grades to assignments within 72 hours of the deadline.

Catalog Description

LIST 5325 Understanding Literacy Research (3-0).

Designed as an introduction and exploration of literacy research. Provides the opportunity to read broadly in the area of literacy research to become aware of trends in literacy research. Emphasizes the tools for critically consuming literacy research and utilizing existing research in personal examinations of literacy topics and questions.

Instructor's Statement

Teaching graduate students how to understand and conduct research is one of my favorite things to do. I've been teaching research methodology for many years, and it never gets old because there are so many great ideas that students bring to the course. I really look forward to working with you, and in helping you find out what you might be passionate about when it comes to research within the field of literacy!

We will start with learning the framework for Action Research, which is a methodology that is based in classrooms and schools. It is sometimes called practitioner research, because it is carried out by teachers who are actually working in schools – like all of you. From there, we will delve into other methods that are often woven into Action Research. Along the way, you will choose a topic that interests you, learn to find and critique research reports, and write a review of literature.

In this course, you will read a lot. The only way to improve your understanding of research is to keep reading it, and reading about it. You are expected to read everything assigned, to think deeply and critically, and to respond thoughtfully. You should be spending approximately 8 – 10 hours per week on this course.

Student Objectives

Students who are successful in this course will:

Identify a topic suitable for classroom or school-based literacy research

Use scholarly databases to find research articles

Understand and analyze research articles

Write a review of relevant literature on a self-selected literacy topic using scholarly conventions

Materials

Clark, V.P. and Creswell, J. (2015). *Understanding Research: A Consumer's Guide, 2nd edition*. Upper Saddle River, NJ: Pearson/Merrill. You may use the loose leaf paper book or the e-book. It is available for rent, but I do not suggest that, because rentals only give you 180 days, and you may want this book again when it's time to take your next research course.

Articles, professor-authored resources, media, tutorials, and other material posted to Blackboard

TK20 - it can take a few days to activate, so be sure to start the process a week before the assignment is due.

Evaluation

The assignments and grading values for this course are:

Assignment	Points Possible	Grading Scale
Introduction Discussion Board Assignment and Blackboard Photo Update	10	
Tutorial Quizzes 4 @ 10 points each)	40	A = 465-500 (93-100%) B = 420-464 (84 – 92%)
Discussions for Modules 1 – 5: (5 Modules @ 50 points per Module.	250	C = 375-419 (75 – 83%) D = 350-374 (70 – 75%)
Article Analysis Assignments	2 @ 50 each- 100 total	F = below 374 (< 70%)
Literature Review, with annotated bibliography	100	
Total	**500**	

COURSE ORGANIZATION

Getting Started	Introductions Tutorials and Quizzes
MODULE 1	What IS research? What is LITERACY research? Teacher Action Research: Solving Real Classroom Problems DUE: readings & media - discussion board posts plus replies to peers - research topic
MODULE 2	Understanding different kinds of research – Quantitative, Qualitative Understanding the introductory sections in research reports DUE: readings & media - discussion board posts & replies to peers – first draft of annotated bibliography
MODULE 3	Quantitative Methodolgy – understanding methods and results sections DUE: readings & media - discussion board posts & replies to peers - first article analysis - next draft of bibliography
MODULE 4	Qualitative Methodology – understanding methods and results sections DUE: readings & media - discussion board posts & replies to peers - second article analysis (to TK20 and BB) – first draft of literature review
MODULE 5	Understanding the final parts of a research report – discussions, conclusions, implications, & limitations Mixed Methods – understanding studies that mix Qualitative and Quantitative methods DUE: readings & media - discussion board posts & replies to peers – **continuing** draft of literature review
Wrapping Up	Work on perfecting literature reviews DUE: Literature Review with Annotated Bibliography – course evaluations

This course is made of 5 Modules. Within each module, there may be:
readings from the textbook, articles and media files, discussion boards, assignments
Modules have additional assignments that are submitted to Blackboard. The second article analysis also is submitted to TK20.

Course Navigation

Start the course by opening the Start Here page in Blackboard. On this page you will find information that is critical to getting off to a good start. In Blackboard, under the course banner, you will find a link to a video on how to navigate the course. There are two versions of this video – one with audio, and one with audio and captions. Chose the format that will help you the most, and watch the video. It will help you understand how the course is organized.

All of the materials you need for each Module, with the exception of the textbook, are in numbered Module Folders that can be found on the left side of your Blackboard window. Within each Module are readings, assignments, discussion prompts and forums, instructions for assignments, and rubrics to help you understand what is expected.

Within each of the Modules, you will have readings from the course textbook, other relevant readings I've chosen for you, videos that either I've made or located, discussions, and assignments that all will help you understand the broad field of literacy research. When you open the Course Materials tab in Blackboard, you will see organizing Folders – one for each Module. Inside the Module folders, you will find everything you need for that Module. If this sounds confusing, please watch the Navigation video that I've posted for you.

On the Start Here page, you will also find a folder called Rubrics and Organizing Materials. In this folder, I have duplicated all of the important documents you will need, including instructions and rubrics for assignments.

I want you to explore is the Q&A part of the Discussion Board. In this forum, you post questions relevant to the course, especially if you think they are general enough that someone else might have the same question. I encourage classmates to help others out by answering questions when they can, and I will closely monitor this forum too. Of course, if your question is personal or involves a grade or other private issue, email me instead of posting to the Q&A.

UTA Library

The UTA Library is a great resource – even for online students. The library provides access to many of the journals people working in the field of education/literacy would need, and offer a quick digital turn-around on articles ordered through Interlibrary Loan. The UTA library will also mail you loans of books. If you need help with any library concerns, you can contact the education library liaison, Michelle Reed michelle.reed@uta.edu. She can provide you with valuable help in your Master's program.

Assignment Details

1. Introductions (10 points)
View the short video in the Start Here folder in Blackboard on how to update your profile. Provide information so that others can get to know you. Add an image – it can be a photo of you, or an image that represents you. Also introduce yourself in the Getting to Know You discussion forum. Let us know what you'd like to be called, what kind of teaching you do, where you are in the program, and something interesting that will help us get to know you. Please post directly to the forum, and not through an attachment.

2. Video Tutorials and Quizzes (4 at 10 points each, 40 points total)
You will view four videos on topics that will help you understand some specific requirements for literature reviews. After each tutorial, you will take a quiz to demonstrate your learning.

3. Discussion Board (50 points per Module, 250 points total)
The point of the Discussion Board is to interact with classmates about the things you are reading and learning in an ongoing way. For each Module, we will participate in a Discussion Board. Discussions are graded at the end of each module, based on the quality of contributions. Modules may have more than one discussion – be sure to check the

calendar. Prompts for each discussion will be found in each discussion forum. Be sure to respond to the prompt. This course uses a different discussion format from many other LIST courses.

Discussions have two parts – Original Posts and Replies to Peers. Please post your Original Post by Friday, 11:55 pm Central. Replies are due by Sunday, 11:55 pm Central. For each discussion, you will reply thoughtfully and meaningfully to at least one peer. Although you are only required to respond to one person, I encourage you to engage more frequently, and to more than one peer. Doing so will help you with course concepts, and having multiple responses will also ensure you get maximum points for the assignment.

Please reply to posts that have no other replies first. It would be good if everyone has at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. Discussions should be posted directly to the discussion window so we don't need to open files to read your post.

3. Article Analysis (2 Articles at 50 points each; total 100 points)

Being a consumer of research, or a researcher yourself, requires that you learn how to find and analyze existing research. In these assignments, you will select two peer-reviewed research articles and conduct a thorough analysis on each of them.

This assignment will help you complete your Literature Review, and may give you a head-start on work in the next research courses. **Please note that the second Article Analyses will be placed in both Blackboard *AND* T20, and has been designated a Key Assessment for this course.**

Guidelines:

Use the *Scope of for Literature Review Worksheet* that I provide for you in Blackboard to help you analyze the articles you select. Use what you discover as you work through the analysis worksheet to create a response that will be about 2 single-spaced pages. **You will not submit this worksheet – it is just to help get you thinking.**

Your article analysis will be a paper that has the following structure:

- Header: Your name, the date, and the topic of your research focus all go into the header.

- A complete APA 6th Edition-style citation is provided just under the header.
- Summary (about 5 paragraphs – see Clark & Creswell, p. 127): You will summarize the article you have analyzed. The summary must be a succinct representation of the main points of the article, including
  - Research Problem
  - Purpose of the Study
  - Research Questions or Hypotheses
  - Methodology
  - Data Collection Procedure
  - Findings, Results and Conclusions
- Analysis (about 4 paragraphs): You will provide a detailed analysis of the article that provides comments on how this article addresses your topic. Think of it in terms of "So what?"

You should limit the use of direct quotations, and instead, rephrase things in your own words.
Your Article Analysis should be submitted as a PDF because this is the best way to ensure that your formatting does not change.

4. Literature Review with Annotated Bibliography (100 points)
You will choose a topic related to the field of literacy (broadly defined) that warrants further investigation. Your topic must be something that could be researched in a classroom or school. After choosing a topic, you will conduct a systematic library database search to identify key research articles that inform your topic. You will keep an annotated bibliography of at least 10 relevant articles you discover, including a list that provides, as a minimum, the key notes described by Clark & Creswell (p. 127). You will synthesize these 10 (or more) articles into an organized Review of Literature Paper. In this paper you will make cross-article connections, and tie your new knowledge into possibilities for future research. An understanding of Chapter 4 in the Clark & Creswell book will be critical for this assignment.

Please arrange your Literature Review according to this structure:
Introduction: Provide an introduction of about 2 paragraphs that describes
   a) Your topic in detail – make sure to explain what it is you are studying
   b) A summary of how you went about finding the articles you used in this project
Synthesis: This should be 3-5 single-spaced pages (yes, single-spaced, even though APA calls for double-spaced) that explain how the ten articles you analyzed tie together to lend support to the topic you are investigating. How

do these articles speak to one another? Your synthesis should conclude with a plan for further library research into your topic. What additional key phrases might you need to search? What gaps are you finding in existing literature? What are the major subsections for a more elaborated literature review on your topic?

Annotated Bibliography: An annotated list of at least 10 articles that are relevant to your topic. Two of these will be the same articles you used for your Article Analysis assignments.

The **RUBRIC** for this assignment is in the Rubrics Folder in the *Start Here* section of Blackboard.
This assignment should be submitted as a PDF so that your formatting remains intact.

Hints for Success

- Choose a topic that truly interests you. If you pick a good topic, you may be able stay with it for multiple assignments over the next year.
- The articles you choose will come from literacy research and practitioner-researcher journals. These include, but are not limited to:
  - *Reading Research Quarterly (RRQ)*
  - *Research in the Teaching of English (RTE)*
  - *Journal of Literacy Research (JLR)*
  - *Literacy Research and Instruction (LRI)*
  - *The Reading Teacher*
  - *Language Arts*
  - *Voices in the Middle*
  - *Journal of Research on Adolescent and Adult Literacy (JAAL)*
  - *The English Journal*

The majority of these journals are available online through the UTA library.

Student membership in the International Literacy Association (ILA), National Council of Teachers of English (NCTE), the Literacy Research Association (LRA), or the Association of Literacy Educators and Researchers is recommended but not required. Memberships in these associations often include a journal subscription.

POLICIES

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code. Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it **will** be reported to the Office of Student Conduct for investigation, and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else's work off as your own. The UTA Honor Code should be pasted to the cover sheets of the Article Analysis and Article Synthesis/Review of Literature assignments.

Due Dates: Complete all assignments by the due date posted. Pay careful attention to Discussion Forum dates – some are for original postings, and some are for responding to classmates. Assignments submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas. *There are no provisions for late work.* If you have serious extenuating circumstances, you must contact me prior to an assignment being late to find out what your options might be.

Netiquette: Always be respectful when communicating with your peers and instructor. It is fine to disagree with someone, but be sure that the words and tone you use convey courtesy. Rude or disrespectful posts will be deleted, and no points will be awarded.

Back-Up Your Work: Maintain copies of all work submitted. Be sure to make back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. *There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.*

Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

TK20 Requirement: The College of Education has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about $100. You may purchase your subscription online from a link provided on the system's web site. Please see the letter from Dean Doughty and visit http://www.uta.edu/coehp/tk20 for more information.

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)   www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law. This information is used to make decisions about continued faculty employment, raises, promotion, and tenure. Students are strongly urged to participate.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. They will also meet with students online. Visit the Writing Center online to register and make appointments. For hours and descriptions of the services offered to graduate students, visit the Online Writing Lab.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, attendance will be determined based on course participation, especially with Discussions. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy

UNIVERSITY OF TEXAS ★ ARLINGTON

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Active Threat Information This information will guide you in the event of an active threat.

Summer 2019						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
June 23	24 First Day of Class Begin Getting Started assignments	25	26 **Due:** Updated Blackboard Profile pictures and Introductions	27	28	29 Due: Peer responses to introductions – at least five peers
30 **Due:** tutorials/quizzes	**July 1** Begin Module 1	2	3		5 **Due:** Initial posts to discussion board	6

7 **Due:** All replies to peer posts for Module 1 are due	8 Begin Module 2	9	10	11	12 **Due:** Initial posts to discussion board	13
14 All replies to peer posts for Module 2 are due	15 Begin Module 3	16	17	18	19 **Due:** Initial posts to discussion board	20 **Due:** First Article Analysis - Blackboard
21 All replies to peer posts for Module 3 are due	22 Begin Module 4	23	24	25	26 **Due:** Initial posts to discussion board	27 **Due:** Second Article Analysis - Blackboard AND TK20
28 All replies to peer posts for Module 4 are due	29 Begin Module 5	30	31	**August 1**	2 **Due:** Initial posts to discussion board	3
4 All replies to peer posts for Module 5 are due	5 **Due:** Final Literature Review paper	6	7	8	9 All grades finalized	10

TOPIC SCHEDULE:
*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.

Topic & Required Readings		Assignment	Due Dates
Getting Started		Syllabus Quiz Update Blackboard Profile Tutorials and Quizzes	
Module 1	★ An Introduction to Research ★ Action Research	Read Chapters 1 and 13 in Clark & Creswell Other assigned readings and articles Discussion Board	Tutorial/Quiz Discussion 1a, 1b, 1c

Module 2	★ Understanding the Introductory Sections of Research Reports
	   o Statements of the Problem
	   o Literature Reviews
	   o Purpose Statements, Research Questions, and Hypotheses
		Read Chapters 2, 3, 4, 5 in Clark & Creswell
		Discussion Board
		Read articles (see Blackboard)
			Discussions

Module 3	★ Understanding Methods Part 1 o Quantitative Methods – recognizing overall plans, data collection, and analysis ★ You should have your topic for personal research interest for your literature review ★ You should be looking for research articles that fit your topic	Read Chapters 6, 7, 8 in Clark & Creswell Discussion Board First Article Analysis is due in this module. This is an article you choose based on your topic.	Discussions 1st Article Analysis – to Blackboard
Module 4	★ Understanding Methods Part 2 o Qualitative Methods – recognizing overall plans, data collection, and analysis ★ Continue working on your search for articles that fit your topic ★ Work on annotations for those articles – you need at least 10	Read Chapters 9, 10, and 11 in Clark & Creswell Discussion Board Second Article Analysis is due in this module – must be in TK20 **and** Blackboard.	Discussions 2nd Article Analysis – to Blackboard **and** TK20
Module 5	★ Methods Part 3 o Mixed Methods – recognizing overall plans, data collection, and analysis Reflecting on learning	Read Chapters 12 and 14 in Clark & Creswell Discussion Board Replies to discussion board	Discussions
Wrapping Up	★ Wrapping up the Course! ★ Literature Review	Literature Review	Literature Review