

English 5339: Introduction to English Education (online)

Instructor: Dr. Polette
Term: Fall 2016
Type: Online, CRN: 17857
Credits: 3 hours of graduate credit
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E-Mail: kpolette@utep.edu — I will be available via e-mail M-F, and I will respond to e-mails within 1-24 hours. Be sure you have a functioning UTEP e-mail account.

Required Texts:

- *How to Read a Poem and Fall in Love with Poetry* by Edward Hirsh, ISBN 978-0-15-6000566-1 (Harcourt)
- *Teaching Literature to Adolescents* Eds. Richard Beach, Deborah Appleman, Susan Hynds, Jeffrey Wilhelm, ISBN 978-0-415-87516-5 (Routledge)
- *Strategies for Struggling Writers* by James Collins, ISBN 1-57230-299-2 (Guilford)
- *Teaching English by Design* by Peter Smagorinsky, ISBN 978-0-325-00980 (Heinemann)
- *Literacy for Real: Reading, Thinking, and Learning in the Content Areas* by ReLeah Cossett Lent, ISBN 978-0-8077-4943-2 (Teachers College Press)
- *Reading Between the Lines: Inferencing Skills* by Keith Polette, ISBN 978-1-937113-64-3 (Pieces of Learning)
- Vocabulary Cartoons, SAT Word Power, New Monic Books, ISBN 978-0-9652422-3-3

Purpose

This course is designed to help you become an independent and critical thinker, writer, and learner; gain a working knowledge of the various manners and modes of literacy instruction; understand how the field of English Education is conceived and enacted; engage in authentic research about a meaningful topic in the field of English education;

and discover ways to construct a grounded understanding of some of the essential theories of teaching and learning.

The texts will serve as the foci of the course since you will be reading them carefully, thoughtfully, and analytically; in addition, you will be responding to each text in two ways:

- 1) you will submit a 3 page summary of what you have read for the week,
- 2) **and** you will submit a 3 page response essay (replete with a clear, thesis statement).

Assignments

Text summary/responses worth 50 points each. An annotated bibliography worth 100 points. 1 additional assignment worth 50 points each (Word/Photo). Weekly blog entries and responses.

NB: Failure to turn in the annotated bibliography will result in a grade of “F” for the entire course.

Grading Scale

A=90-100% (excellent), B=80-89% (superior), C=70-79% (competent), D=60-69% (less than competent), F=0-59% (failing).

Plagiarism

If you obtain work from someone else and submit it as your own; if you use any material from another source in your work and do not give direct credit to your source; or if someone with whom you are working creates/writes any part of the work for you, you are plagiarizing. Acts of plagiarism and other forms of academic dishonesty are disallowed and will be dealt with according to UTEP’s policy.

Due Dates

Each **summary/response** is due on each **Sunday by 10:00** p.m. Late summary/

responses will lose one letter grade per day late.

Weekly blog/discussion entries are due on **Thursday by 10:00 p.m.**

Blog/discussion responses are due by **Friday at 10:00 p.m.**

Late blog/discussion entries and responses will each lose *one letter grade per day late*.

NB: Failure to submit and/or to respond to two blog entries will result in your inability to pass this class; you will either be dropped from the course, or you will earn a grade of “F”.

In a typical face-to-face class, we would all meet for 2 hours and 50 minutes 1 night per week. In those meetings we would have a variety of discussions and would engage in a number of educational experiences. Since, however, we will not be meeting face-to-face and will thus not have the ability to talk to one another, live and in person, I have elected to use the TED Radio Hour on NPR.ORG to provide you with a different, even though not equivalent, experience of a face-to-face meeting. As such, listening to the TED Radio Hour will provide you with the change to listen to, think about, and respond to interesting people saying interesting things. Each week, therefore, you will be directed to respond, in a blog entry (one that is thoughtful, evocative, coherent, and energetic) to each TED Radio Hour program to which you have listened and thought about; you will also be direct to respond, thoughtfully and insightfully, to at least 2 other blog entries. Since the TED Radio hour programs will cover a wide range of topics, it will be your job to use what de Bono calls “lateral thinking” or what Hillmans refers to as “imaginal associations” and make essential, insightful, and salient connections among what the speakers of each TED Radio Hour assert and describe and how their ideas intersect with your own ideas about how to go about conceptualizing and/or enacting effective English/Language Arts pedagogy. To assist you, I will post questions about each TED Radio Hour program, ones that are designed to help you organize your thinking about the topic and about how to think laterally or associatively.

NB: During the first 3rd of the course (weeks 1-4), blog/discussion entries (due on Thursdays) should be 150 words in length; during the second 3rd of the course (weeks 5-9), blog/discussion entries should be 200 words in length; and during the last 3rd of the course (weeks 10-15), blog/discussion entries should be 250 words in length. The same holds true for the responses: first 3rd, 75 words; second 3rd, 100 words; last 3rd, 125 words.

What is a quality posting?

A quality posting must meet the following criteria:

- Posting responds directly to the text, topic, question, and/or issue.
- Posting demonstrates a critical understanding of the topic, question, or issue.
- Posting *offers and assertion and supports it*, logically, with facts, examples, and/or illustrations - and an explanation of how the facts, examples, and/or illustration supports the assertion.
- Posting is free of grammar/usage and punctuation errors.
- Responses to postings must be polite, respectful, thoughtful, and collegial - remember, we are colleagues, and our goal is to work collectively to build and construct knowledge. If you disagree with a blog entry, or if you have a significantly different point of view or perspective, do not criticize the blog entry with which you disagree, but simply present your own counterpoint in a respectful and professional manner. *NB: In your postings, do not fall into the trap of using logical fallacies, especially “ad hominem” (personal) attacks, as these will not be tolerated.*
- **Respond to TWO different blog entries by Friday, 10:00 p.m. There should be an even distribution of responses; that is to say, do not respond to a blog entry that already has two or three responses to it; if you see a blog to which no one has responded, please respond to that blog. The goal here is to be inclusive.**
- Before you post written work, take it to a qualified source for suggestions regarding revising and editing.

Expectations

Because this is a graduate-level English class, you should possess those skills that are necessary for you process information — textual and nontextual — effectively; you should also possess those writing skill that are necessary to express your thoughts in clear and effective language. Which is to say, you should be able to develop your thoughts in a written form that is clear and cohesive; should be able to support general assertions with facts, examples, and illustrations; should be able to create a sense of logical coherence in your writing; should be able to construct clear, concise, and varied sentences; should be able to connect your paragraphs and sentences by using transitional devices; and should be able to use standard punctuation, mechanical constructions, and spelling.

If you do not possess such skills, or if you are not sure how to construct academic prose (see the grading criteria), I strongly advise you to get assistance from a qualified source and to put together an immediate, proactive plan that will help you become a stronger writer.

To be specific, I have listed the criteria that I will utilize to evaluate the effectiveness of your written, academic discourse. If you have any questions about any or all of the criteria, please let me know.

CRITERIA FOR ACADEMIC WRITING**Development**

1. Support insightful, original, and general ideas and assertions with facts, examples, illustrations, &/or explanations.
2. Present and develop only one idea per paragraph.
3. Use clear definitions where needed; especially for abstract words like “creativity,” “imagination,” “critical thinking,” “thinking skills,” “literacy,” etc.
4. Assertions and ideas are supported with examples; those examples are developed with explanations.
5. Follow all the directions for the assignment. NB: *Projects, assignments, written products, and blog entries that do not correspond to the written directions will not receive a passing grade.*

Organization

1. Each paragraph has a clear topic sentence.
2. Each topic sentence presents one idea to be developed; each topic sentence incorporates words from the quotation that precedes it.
3. Each paragraph has an example from class that illustrates the idea in the topic sentence (the example must correspond that the appropriate chapter).
4. Writing displays a clear sense of order among the sentences within each paragraph. Avoid “idea gaps”; that is, don’t move from idea to idea (sentence to sentence) without supplying connections.
5. A clear and effective discussion relate the example to the idea in the topic sentence. Each discussion describes the importance of each example.

Wording

1. Use simple, energetic language in sentences that are clear and direct. Use figurative language where appropriate.
2. Avoid using passive voice (unless there’s a reason).
3. Create sentence variety (don’t construct sentences the same way).
4. Use important words and concepts consistently and clearly.

Cohesion

1. Use transitional words and phrases in and among paragraphs and sentences.
2. Use parallel constructions correctly.
3. Use pronouns correctly: be sure every pronoun has a clear antecedent.
4. Don’t shift from past to present tense.
5. Introduce all quotations and outside material; give page number and source.

Sentence Structure, Punctuation, and Spelling

1. Avoid run-on sentences.
2. Avoid sentence fragments.
3. Avoid convoluted sentences: sentences that contain too many disparate ideas, or sentences that are so long that the reader gets lost in them.
4. Use proper punctuation: comma, semi-colon, apostrophe, quotation marks, etc.
5. Make sure words are spelled correctly.

Manuscript Form

1. Have one inch margins; number the pages at the bottom (center). Use double-spacing.
2. Use twelve point font. Use a font that has serifs. Eg, the font, Times, has serifs; the font Arial does **not** have serifs.

Assistance

I will be glad to help you electronically; you may send me questions about your work and/or about your grades. You can also obtain help from the Tutorial/Writing Center in the UTEP Library.

Additionally, if you experience a significant or catastrophic event this semester, one that will impair your ability to complete some or many of the modules in this course, contact me as soon as possible and inform me, so that I can help you effectively deal with the situation.

Finally, if you require any special accommodations for your participation in the course, please inform me as soon as possible – also please provide the requisite documentation.

Syllabus

NB: This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints; changes may include additional assignments.

Week One

- a. Response to, questions about, the syllabus: submit questions and/or comments about the course and/or the syllabus by TUESDAY, 8:00 p.m. of this week. *NOTE: all other blog/response submissions are due on Sunday by 10:00 p.m.*
- b. Introductions: each member of the class should introduce him/herself in 50-100 words (photos are optional, not required) by TUESDAY, 8:00 p.m.

c. Blog: responses to **one** of the following three quotations: submit a blog/discussion of no fewer than 150 words by Thursday, 10:00 p.m.

I. "The best thing for being sad," replied Merlin, beginning to puff and blow, "is to learn something. That's the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then — to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the only thing for you. Look what a lot of things there are to learn."

— T.H. White, The Once and Future King

II. "Adults constantly raise the bar on smart children, precisely because they're able to handle it. The children get overwhelmed by the tasks in front of them and gradually lose the sort of openness and sense of accomplishment they innately have. When they're treated like that, children start to crawl inside a shell and keep everything inside. It takes a lot of time and effort to get them to open up again. Kids' hearts are malleable, but once they gel it's hard to get them back the way they were."

— Haruki Murakami, Kafka on the Shore

III. "I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

— Haim G. Ginott

- d. **Respond to TWO different blog entries (each week) by Friday, 10:00 p.m.**
There should be an even distribution of responses; that is to say, please do not respond to a blog that already has two or three responses to it; if you see a blog to which no one has responded, please respond to that blog. The goal here is to be inclusive.

Week Two

Summary/response due: *Teaching Literature to Adolescents, Parts 1 and 2*

Blog: TED Talk: go to the following web site:

<http://www.npr.org/2016/06/24/483126798/should-we-stop-telling-kids-theyre-smart>

[Or: 1, go to NPR.ORG, 2 click on “programs and podcasts”, 3, click on “ted radio hour”, 4, click on “older”, 5, click on “Carol Dweck: Should We Stop Telling Our Kids They’re Smart?” 6, listen and respond]

Summarize this TED Radio Hour and explain how the ideas presented here help you think more effectively about your own philosophy of teaching.

Week Three

Summary/response due: *Teaching Literature to Adolescents, Parts 3 and 4*

Blog: TED Radio Hour, “Beauty”

<http://www.npr.org/2013/04/19/174724704/what-is-beauty?showDate=2015-12-31>

Summarize the main points of each speaker, then discuss 1-2 of the following: what is the role of beauty in education? how can beauty, as discussed in the TED Radio hour, enhance your pedagogy? why is beauty necessary in education, especially in this era of the STAAR? what do you find beautiful about teaching and learning?

Week Four

Summary/response due: *How to Read a Poem and Fall in Love with Poetry*, chapters 1-4

Blog: TED Radio Hour, “Adaptation”

<http://www.npr.org/programs/ted-radio-hour/455904076/adaptation?showDate=2015-11-20>

Summarize the main ideas of each speaker and discuss 1-2 of the following: what adaptations do you need to make to become more effective as a teacher? how can you help your students make the requisite adaptations to become more successful learners? when have you made successful adaptations? when have you had difficulty making adaptations (in the classroom)?

Week Five

Summary/response due: *How to Read a Poem and Fall in Love with Poetry*, chapters 5-8
Blog: TED Radio Hour, “Unstoppable Learning”

<http://www.npr.org/2013/04/25/179010396/unstoppable-learning?showDate=2015-09-04>

Summarize the main point of each speaker and discuss 1-2 of the following: based on what the speakers in the TED Radio hour had to say, how can you make learning “unstoppable” in your classroom? what is necessary to make learning unstoppable? what are the barriers to unstoppable learning?

Week Six

Summary/response due: *How to Read a Poem and Fall in Love with Poetry*, chapters 9-12

Blog: TED Radio Hour, “The Source of Creativity”

<http://www.npr.org/programs/ted-radio-hour/351538855/the-source-of-creativity?showDate=2015-09-25>

Summarize the main points of each speaker and discuss 1-2 of the following: what is creativity? how can you make your teaching more creative? what are the hindrances to creativity in education? why does education seem to eschew creativity?

Week Seven

Assignment: Word & Image + Essay (see pptx, and see directions and assessment in this syllabus)

Blog: Reflections on Word & Image Assignment

Directions: Choose 8 words from *Vocabulary Cartoons*, *SAT Word Power*. Pair them. Make a photograph of something in El Paso that represents 2 words (8 words, 4 photographs). Create a powerpoint presentation of the words & photographs. On one slide should be the photography of the item that exemplifies the words. On the next slide should be the photograph of the item, the words, the definitions of the words, and a brief explanation of how the photograph represents the words (be sure to tell where/what the item in the photograph is and use the definitions of the words in the explanation).

Write a 3 page essay explaining what you learned or discovered by engaging in this activity. Worth 50 points.

Week Eight

Summary/response due: *Literacy for Real* (read the entire book)

Blog: TED Radio Hour, “Everything is Connected”

<http://www.npr.org/2013/09/27/216098121/everything-is-connected?showDate=2015-08-28>

Summarize each speaker’s presentation, then discuss 1-2 of the following: how the various aspects of your curriculum are connected; what sorts of connections you can make in your classroom to enhance learning why making connections among disparate, or seemingly disparate aspects of the content you teach are important (eg., why is it important, for instance, to connect poetry to nonfiction?)

Week Nine

Summary/response due: *Strategies for Struggling Writers*, Chapters 1-4

Blog: TED Radio Hour, “The Hero’s Journey”

<http://www.npr.org/programs/ted-radio-hour/458496650/the-heros->

[journey?showDate=2015-12-18](#)

Summarize each speaker's presentation, then discuss 1-2 of the following: how is teaching a "heroic" activity? how can you empower your students by making learning a heroic adventure? how must attitudes change to envision teaching and learning as heroic activities?

Week Ten

Summary/response due: Teaching English by Design, Chs. 8-14

Blog: YouTube Video, Teaching English Language Learners in Middle School and High School

<https://www.youtube.com/watch?v=HEndhIPtBF4>

Summarize the contents of the video. Discuss how any or all aspects of the video can cross-connect to what you are doing in your classroom, or to how you conceptualize teaching and learning.

Week Eleven

Summary/Response due: *Reading Between the Lines - Inferencing Skills (Introduction)*

Blog: Do half of each of the first five inference activities, pp. 20-35, discuss what you discovered about inferencing by engaging in these activities.

NB: for weeks eleven and twelve, you may opt, if you a practicing teacher, to use the activities from *Reading Between the Lines – Inferencing Skills* with your students.

Week Twelve

Summary/Response due: *Reading Between the Lines - Inferencing Skills, pp. 36-79.*

Engage at least a 3rd of each different activity on pp. 36-70. Write a 4 page essay response to your engagements. What did you learn about inferencing? What did you learn about yourself as a learner?

Week Thirteen

Summary/Response due: *Teaching English by Design*, Part I

Blog: discuss how the Smagorinsky text relates to the other readings in this course and to what you have learned thus far.

Week Fourteen

Summary/Response due: *Teaching English by Design*, Parts II-III

Blog: Expand upon last week's discussion of how the Smagorinsky text relates to the other readings in this course and to what you have learned thus far.

Week Fifteen

Open: send a progress report on the annotated bibliography. Explain what topic you have chosen, how far you have progressed, any problems you have encountered, any questions you have, etc.

Week Sixteen

Annotated bibliography due.

Blog/Discussion: discuss what you have learned in this course (300 words).

Response Essays to the Required Texts for ENGL 5339

- The response papers should be six pages in length: a three page summary of the entire text and a three page reflection, replete with a clear, thesis statement. In the summary, focus on the main points in each chapter/section of each book. Be clear and thorough, but be brief.

In the reflection, focus on your general response to the book (thoughts, observations, reactions, connections, questions). Use *a clear thesis statement*; the response is, in effect, an essay, one that enables you to articulate your thoughts about, and reactions to, the text you have read in a clear and cogent manner.

- The goal of the response papers is for you to grapple with the texts and make sense

of, or confront, each of them. Use your own voice in each response paper (use of academic language is fine, just as use of figurative language is welcome—and encouraged); say what you think and support what you say.

Reflection

In the reflection section of your book responses, discuss the thesis of each of text. To write an effective reaction paper you must, obviously, have constructed an understanding of the text and must communicate that understanding. The goal is to engage and evaluate the main ideas of each text.

It's not enough to say, "I really liked the book because it was interesting." Explain what was interesting and why. Evaluate the nature and quality of the argument the author is making, or evaluate the material the author is presenting. Or evaluate how well constructed the book was. Or evaluate the usefulness of the book. Other options include:

Discuss what you discovered while reading. Connect the work to the other texts we have read or to other works you have read.

Discuss inferences you made as you read; discuss associations you made between the book and other ideas, theories, schools of thought.

In other words, your response can and should be personal, but you must discuss your thoughts about the work.

Some of the questions you might ask yourself as you are reading and organizing your thoughts:

- What assumptions guide the author?
- How effective is the author in presenting and developing her/ his case?
- What pedagogical, literary, political, social, and/or philosophical systems does the author seem, directly or indirectly, to be endorsing?
- What evidence does the author offer in support of her/his conclusions? Is the logic

of the arguments sound?

- What is the goal(s) of the author? Does the author reach the goal(s) he/she has set?
- What is the purpose(s) of the book? Are the purpose(s) achieved?
- Does this book expand my knowledge and the grammar and the teaching of grammar? Why or why not?

Use clear, lively writing in your essay; begin with a clear thesis statement; support major assertions with facts, examples, or illustrations. Explain how the facts, examples, and/or illustrations support an aspect of your thesis statement. Be sure paragraphs have a clear topic sentence; paragraphs should develop only one idea. Employ your own voice. Be clear and specific; use as much concrete language as you can. Employ sentence variety; use a combination of simple, compound, and compound/complex sentences. Use transition devices. Feel free to be “jazzy” in your writing. Check and double check the organization of your ideas.

NB: (These ideas are reiterated because they are important.) It is essential that the reflection part of your essay has a solid, effective thesis statement. Also be sure that each ¶ in the body of the essay has a clear topic sentence; each ¶ should present and develop one aspect of the thesis statement. *Remember: a ¶ only presents and develops one idea.*

ENGL 5339 ASSESSMENT FORM FOR SUMMARY/RESPONSE ESSAYS: 50 points

_____ 45-50 — A

- The summary is clear and complete. The response is clear, complete, well-organized; it contains examples/illustrations; the discussion of ideas is insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is clearly focused.
- Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- No mechanical errors present; departures from convention appear intentional and

are effective.

_____ 40-44 — B

- The summary is effective, though not as clear and complete as an “A” summer. The response is generally clear, complete, well-organized; it contains examples/illustrations; the discussion is generally insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is focused.
- Wording is clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- Very few mechanical errors present.

_____ 35-39 — C

- The summary is adequate, though it fails to include some pertinent elements of the text’s content. The response needs stronger organization, contains a few examples/illustrations. Discussions are weak or absent.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
- Wording is generally okay; sentence variety may not be present. Abstract terms are sometimes defined and used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
- Some mechanical errors present.

_____ 30-34 — D

- Summary fails to include essential elements of the text’s content. The response is generally not clear and is in need of significant development.

- Each ¶ may be in need of a stronger topic sentence. Topic sentence is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
- Wording is generally okay; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Many mechanical errors present.

 0-29 — F

- Summary is missing or wholly ineffective. The response is not clearly organized, has little to no development.
- Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph is needs substantial revision.
- Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Myriad mechanical errors present.

ASSESSMENT FORM FOR 5339 WORD-PHOTO MINI-ESSAY: 50 points

 45-50 — A

- Mini-essay is clear, complete, well-organized, contain examples/illustrations, are insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is clearly focused.
- Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- No mechanical errors present; departures from convention appear intentional and are effective.

40-44 — B

- Mini-essay is generally clear, complete, well-organized, contain examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is focused.
- Wording is clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- Very few mechanical errors present.

35-39 — C

- Mini-essay is not well-organized, contains a few examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
- Wording is generally okay; sentence variety may not be present. Abstract terms are sometimes defined and used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
- Some mechanical errors present.

30-34 — D

- Mini-essay is generally not clear and is in need of significant development.
- Each ¶ may be in need of a stronger topic sentence. Topic sentence is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
- Wording is generally okay; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need

of further work; transitions are missing.

- Many mechanical errors present.

_____ 0-29 — F

- Mini-essay is not clearly organized, completely lacking in development.
- Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph is needs substantial revision.
- Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Myriad mechanical errors present.

Annotated Bibliography

Directions: Create an annotated bibliography of 10 journal articles, which you found using **UTEP's Reference Library** (and the search engines and data bases contained therein), that focus on an area of research that you wish to pursue in the field of English Education.

Again, the bibliography must contain articles that are the result of a search of UTEP's electronic data base of scholarly journals (from the years 2001-2011). Articles found from other sources or web sites will not be accepted.

Description

- A bibliography, sometimes referred to as References or Works Cited, is an organized list of sources (e.g., books, journal/magazine articles, Web sites, etc.) consulted in the research process.
- Each source in the bibliography is represented by a citation that includes the author (if given), title, and publication details of the source. Use **MLA format**.
- An annotated bibliography is a bibliography with an additional description or evaluation (i.e., annotation) of each source.

Purpose

The purpose of the annotation is to help the reader evaluate whether the work cited is relevant to a specific research topic or line of inquiry. One of the reasons behind citing sources and compiling a general bibliography is to prepare you to initiate a research agenda as a part of your continued work in the M.A.T. program.

An annotated bibliography provides specific information about each source you have perused and evaluated. As a researcher in the M.A.T. program, you are working towards developing some expertise on your topic; as such, you will generate the ability to explain the content of your sources, assess their usefulness, and share this information with others who may be less familiar with them. Having constructed the annotated bibliography allows you, then, to disclose to your colleagues which texts (articles and chapters) are worthwhile, which are marginal, and which are worth ignoring altogether.

A well-constructed annotated bibliography

- encourages you to think critically about the content of the works you are using, their place within the field English Education, and their relation to your own research and ideas;
- proves you have read and understood your sources;
- establishes your work as a valid source and you as a competent researcher;
- situates your study and topic in a continuing professional conversation;
- provides a way for others to decide whether a source will be helpful to their research if they read it

Annotations

Annotations should be descriptive and evaluative. The descriptive part of the annotation should summarize the scope and content of a work; the evaluative part should provide critical comment.

Generally, annotations should be no more than 200 words (or 6-9 sentences long). They should be concise, clear, unified, and cohesive, and they should include:

- Main focus or purpose of the work (thesis)
- Intended audience for the work
- Usefulness or relevance to your research topic (or why it did not meet your expectations)
- Special features (if any) of the work that were unique or helpful
- Background and credibility of the author
- Key conclusions or observations reached by the author
- Conclusions or observations reached by you about the value of the article or chapter

Useful web sites for annotated bibliographies (descriptions and examples)

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>

<http://owl.english.purdue.edu/owl/resource/614/01/>

<http://www.iupui.edu/~uwc/pdf/Annotated%20Bibliography,%20Preparing%20an.pdf>

2 Examples of Annotated Bibliographies

London, Herbert. "Five Myths of the Television Age." *Television Quarterly* 10.1 (1982): 81-89.

Herbert London, the Dean of Journalism at New York University and author of several books and articles, explains how television contradicts five commonly believed ideas. He uses specific examples of events seen on television, such as the assassination of John Kennedy, to illustrate his points. His examples have been selected to contradict such truisms as: "seeing is believing"; "a picture is worth a thousand words"; and "satisfaction is its own reward." London uses logical arguments to support his ideas, which are his personal opinion. He doesn't refer to any previous works on the topic. London's style and vocabulary would make the article of interest to any reader.

Draft: English 5339 - 13

Baker, Tanya N., Julie Dube, and Jeffrey D. Wilhelm. *Strategic Reading: Guiding Students to Lifelong Literacy 6-12*. Portsmouth, NH: Heinemann, 2001.

This text focuses on middle and high school English students and how teachers can effectively teach reading. The authors, all of whom are teachers and writers in the field of English Education, have assembled a text that is grounded in effective “best practices.” Filled with pre-reading, during reading, and post-reading ideas, *Strategic Reading* offers helpful lessons to assist English teachers in teaching comprehension and fostering reading enjoyment. Based on the theories of Vygotsky and Hilcocks, this text gives step-by-step instructions and helpful models for the classroom. *Strategic Reading* successfully translates theory into practice and offer teachers provocative ways of thinking about teaching.

NB: If you fail to turn in the annotated bibliography, you will not pass this course, ENGL 5339.

ENGL 5339 Annotated Bibliography: Assessment Form

Each annotation is concise, clear, unified, and cohesive. Each annotation includes:

- Main focus or purpose of the work (thesis)
- Intended audience for the work
- Usefulness or relevance to your research topic (or why it did not meet your expectations)
- Special features (if any) of the work that were unique or helpful
- Background and credibility of the author
- Key conclusions or observations reached by the author
- Conclusions or observations reached by you about the value of the article or chapter

Each annotation follows MLA format, is double-spaced, is rendered in a font with serifs, and is free from usage, punctuation, and spelling errors.

_____ 90-100 points (all criteria is met)

_____ 80-89 points (most of the criteria is met)

_____ 70-79 points (some of the criteria is met)

_____ 60-69 points (most of the criteria is not met)

_____ 0-59 points (the criteria is not met)