English 5339: Introduction to Secondary English

Instructor: Dr. Polette
Term: Fall 2022
Meeting: Tuesdays, 6:00 - 8:50 p.m., Hudspeth Hall # 200
Credits: 3 hours of graduate credit
Office Hours: 4:30-5:45 T, 1:50-2:50 T/R
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Required Texts
The Unschooled Mind by Howard Gardner (Basic Books)
Why Don’t Students Like School? by Daniel T. Willingham (Jossey-Bass)
What’s the Big Idea? by Jim Burke (Heinemann)
Genre Theory by Deborah Dean (NCTE)

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 secondary literacy instruction; understand the relationship between modes of cognition and the nature of learning; learn the role of enquiry and the deployment of genre in student learning; and engage in authentic research about a meaningful topic in the field of secondary English.

Reading
As we will see in the texts by Gardner, Willingham, Burke, and Dean, the more active you are as a reader, the more you will derive from the reading experience (often in surprising ways) — e.g., the expansion of cognitive abilities, the widening of schema, the retention of content, the experience of the pleasure of the text (as Roland Barthes says), the development of agency, and the dilation of long-term memory. With these ideas in mind, and as you the read the texts for this class, I would like you to think about and respond to the following questions that focus on the ideas and arguments that are being offered, on internal conceptual dynamics, on intertextual considerations, and on how to connect theory and practice. We will discuss these questions during our class meetings:
1. What does the text promise the reader?
2. What are some conceptual frameworks, theories, and/or presuppositions that inform the text?
3. What is your general reaction to the text?
4. What part of the text made the most sense to you? What part elicited questions from you?
5. Does the text connect with, either positively or negatively, other texts that you have read?
6. What parts of the text could be translated into actionable items?

Written Response
The written responses are occasions for you to map out your thinking, as Daniel Willingham reminds us. To that end, please consider the responses, not as assignments that must completed for a grade, but as opportunities to practice your writing, to engage in activities that extend and refine your thinking, to move into an autodidactic space where you are able to become familiar with and to articulate the unconscious and unrealized intimations about what you have read for the week. Which is to say that the written responses, to be effective, will necessitate time and thought — and I hope it is time happily and profitably spent.

Using at least 2 questions in the “Reading Texts” section as a foundation, construct a written response to the text you have read for the week. The response should be anywhere from 650 – 750 words; place the number of words at the end of the response. Post the response as a Word Docx by 6:00 p.m. on the Tuesday to which it corresponds in the syllabus; no late assignments will be accepted. Please strive to create a response that is clear, cogent, orderly in its structure, and engaging for the reader. A successful written response will contain these components:

- 650-750 words in length (3 double-spaced pages)
- A thoughtful and lively response to at least 2 reading questions
- Inclusion of at least 2 direct quotations from the text
- Academic writing style: thesis statement, topic sentences in paragraphs, etc.
- Adherence to manuscript form (see page 6)
- Posted on BlackBoard on time
- (Responses that do not meet these criteria may, within reason, be revised and resubmitted)
A Description of the Components of Academic Writing (for the purposes of self-assessment):

Development
1. Support insightful, original, and general ideas and assertions with facts, examples, illustrations, &/or explanations.
2. Present and develop one idea per paragraph.
3. Use clear definitions where needed; especially for abstract words like “creativity,” “imagination,” “critical thinking,” “thinking skills,” “literacy,” etc.
4. Support assertions and ideas with examples; those examples are developed with explanations.
5. Follow the directions for the assignment.

Organization
1. Each paragraph has a clear topic sentence.
2. Each topic sentence presents one idea to be developed.
3. Each paragraph has an example that illustrates the idea in the topic sentence.
4. Writing displays a clear sense of order among the sentences within each paragraph.
5. A clear and effective discussion relates the example to the idea in the topic sentence.

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, unless there’s a reason).
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 (unless there’s a reason).
2. Avoid sentence fragments (unless there’s a reason).
3. Avoid sentences that contain too many disparate ideas or that are so long that the reader gets lost in them.
4. Use appropriate punctuation: comma, semi-colon, apostrophe, quotation marks, etc.
5. Use correct (e.g. standard) spelling.

Manuscript Form
1. 1-inch margins; page numbers at the bottom (center); double-spacing; Microsoft Word Docx.
2. 12-point font with serifs, e.g., Times New Roman; not Arial. Number of words in the document at the end
Grading:
I will be using a variation of “Contract Grading” in this course. The idea here is to place the emphasis on your deliberate efforts as a reader and a writer rather than on an individual “assessment” of your writing. Which is to say, that I follow C. G. Jung in the notion that individuals make the greatest gains when they carefully and consciously follow the energies of the psyche to achieve ends that are personally meaningful and important. As such, I will not be employing methods of traditional writing assessment; as such, you can assume a greater degree of responsibility for your own learning, so that you can take some risks (Jung reminds us that we make the greatest gains through our “inferior function”), and so that you can open and expand your schema as Howard Gardner says. To develop fluency in any area of endeavor (or “expertise” as Malcolm Gladwell writes in The Tipping Point) requires practice, failure, experimentation, and a metacognitive level of reflection.

Accordingly, this is not the kind of class that supports the notion that the least amount of effort results in the highest possible grade. Instead, this is the kind of class where you will find that your dedicated efforts will be rewarded with either the grade of A or B and with the articulated support of myself and your class colleagues — and not with the perception of the quality of your work, because quality, for all of us, necessarily fluctuates (both for the writer and the reader, as Walter Ong in Orality and Literacy reminds us).

→ To receive the grade of A for this course, the following are necessary:
  • Miss no more than 1 class.
  • Complete all written responses on time.
  • Engage in all in-class activities (read and discuss the weekly readings).
  • Complete the Annotated Bibliography with 12 annotations
  • Complete the Reflection Activity

→ To receive the grade of B for the course, the following are necessary:
  • Miss no more than 1 class.
  • Complete 80% of the written responses on time.
  • Engage in all in-class activities (read and discuss the weekly readings).
  • Complete the Annotated Bibliography with at least 8 annotations
  • Complete the Reflection Activity
Even though your writing will not receive a traditional grade, it will be read and considered, and given feedback. As such, please consider ways of developing self-assessment tools and criteria in addition to what feedback you receive from me and from your colleagues. Moreover, the written responses are occasions for you to stretch your thoughts and to try something new; to that end, if you wish to try something other than “academic prose” style in the written response, please let me know.

Special Circumstances
If you experience a significant problem during the semester, one that will affect your attendance, please let me know ASAP, and well before the end of the semester, so that you and I can take steps to address the problem, especially if the problem will have a potentially adverse effect on your grade. For these kinds of situations, an official verification (e.g., doctor’s note) will be required.

Communication
• I will communicate with you in person and via UTEP e-mail & BlackBoard Announcements. I will respond to e-mails M-F within 24 hours, if not sooner.
• I recommend that you download and install Outlook Express on your phone and/or computer.
• If you need to speak to me, we can meet during my office hours or by appointment in person or via Zoom.

Electronics, etc.
• During class, please put away, and do not use, cell phones and other electronic devices.
• Food & drink (except water) are not allowed in Hudspeth Hall # 200.

Technology Requirements
• Some of the course content is delivered via the Internet through the Blackboard learning management system. Be sure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
• Download or update the following software: Zoom, Microsoft Office, Adobe Acrobat Reader, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

• If you do not have a word-processing software, you can download Microsoft Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

If you encounter technical difficulties, please contact the UTEP Help Desk, as the personnel there are trained specifically in handling the technological needs of students.

Assignments & Due Dates:
• Assignments are posted on BlackBoard.
• Upload all completed assignments to BlackBoard by the due dates & times.
• Bring a hard copy of each assignment to class.

Manuscript Form
All assignments must be in a Microsoft Word Docx and must have:
• 12 point font, only Times New Roman or Georgia or Century Schoolbook (font)
• black ink
• double-spacing & 1-inch margins
• page numbers at the bottom
• provide word count at the end of the assignment
• Assignments that do not adhere to the criteria for “Manuscript Form” will be returned to you to reformat.

NB: Before you post written work, take it to a qualified source for suggestions regarding revising and editing, such as the Tutorial/Writing Center in the UTEP Library: https://www.utep.edu/uwc/.

Late Work
Late assignments will not be accepted.
Disability Support
If you have a disability and need classroom accommodations, contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit the CASS website at https://www.utep.edu/student-affairs/cass/. If you receive accommodations from CASS, contact me and let me know the nature of those accommodations.

COVID-19
If you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms, please stay home (for face-to-face classes). If you are diagnosed with Covid-19, please let me know as soon as possible, so that we can work out appropriate accommodations, if necessary. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing: Union East, 915-747-5624, studenthealth@utep.edu

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best ways that UTEP Miners can take care of Miners are to wear a mask indoors and to get the vaccine. If you need the vaccine, it is widely available in the El Paso area and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Personal Support
If you find that you are in need of personal support during the semester, contact UTEP Counseling & Psychological Services: 202 Union West, 915-747-5302 or https://www.utep.edu/student-affairs/consel/-or call the 24 hour Emergency Crisis Hotline at 915-779-1800.
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 absolutely disallowed and will be dealt with swiftly according to UTEP’s established policy (which may result in receiving an F for the class).

Writing Skills
While all languages are incredibly valuable, each one possessing its own essential beauty, power, and grandeur, this is a graduate-level English class; as such, you should possess those writing skills that are necessary for you to express your thoughts in clear and effective language in English (academic prose), which is to say, you:

• should be able to develop original and insightful thoughts in a form that is clear and cohesive;
• should have a strong and clear “voice”;
• should be able to support general assertions with facts, examples, illustrations, and explanations;
• should be able to create a sense of logical coherence in your writing;
• should be able to construct clear and effective sentences;
• should be able to use language that is precise, specific, and concrete;
• 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.

Academic Writing Considerations

• Assignments that are hastily written and/or that are written at the last minute are generally ineffective because they do not communicate what the writer generally intends or desires.
• Writing rendered in one draft is never as effective as it could be.
• Writing that is “stream of consciousness,” that is, writing that “just comes out of the writer’s head” without thought about structure, coherence, or organization is generally ineffective because it is not configured to communicate what the writer intended — or what the writer had not yet realized.
• Writing that is clearly organized and coherent is effective because it provides the reader with a text that communicates clearly — writing that is, for example, organized into
paragraphs where each paragraph has a clear topic sentence that presents one idea to be developed. Each paragraph develops the idea in the topic sentence with facts, examples, illustrations, and clear explanations. Each sentence in the paragraph is connected to the one that precedes and the one that follows it.

- Because effective academic writing is generally very different from the way we normally think and talk, it requires time, thought (a deliberate attempt to reorganize and order random thoughts), and focused revision(s).

Support for Writing

1. If you do not possess the requisite writing skills to be able to construct effective academic prose, or if you are not sure how to construct academic prose, I strongly advise you to secure assistance from a qualified source and to put together an immediate, proactive plan that will help you become a more effective writer.

2. I will be glad to help you by appointment. I will also be glad to talk with you about an assignment before it is due. If you wish to talk with me about an assignment before it is due, arrange to meet with me in person or via Zoom; bring a draft of your assignment and have specific questions about your draft, that is, have questions that will let me know what concerns you have about your work and what, specifically, you wish to discuss.

3. You can receive help online from the Tutorial/Writing Center in the UTEP Library: https://www.utep.edu/uwc/

Questions or Concerns

- If you have any questions or concerns about anything in the syllabus or anything in the course at any time, please share them with me in person or via e-mail asap.

- If you do not share questions or concerns, then I have no way of knowing what is on your mind or how to be of assistance to you.
Netiquette
When e-mailing me, please begin with an appropriate greeting (e.g., Dear Dr. Polette, or Hello Dr. Polette, or Good Morning Dr. Polette, etc.), and also provide your name and what class you are in (e.g., This is ______, and I am in your class, Engl _________), since I teach more than one class.

Course Drop Policy
According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of ‘W’ before the course drop deadline and with a grade of ‘F’ after the course drop deadline.” If you find that you are unable to complete this course successfully, then contact the Registrar’s Office to initiate the drop process.

How to Succeed in This Class
1. Come to every class and actively participate in all class activities.
2. Be proactive in class: ask questions, volunteer ideas, answer questions.
3. Do not miss more than 1 class.
4. Complete all the readings and be prepared to discuss them.
5. Complete all written assignments on time (see BlackBoard).
6. Seek regular assistance from the UTEP Writing Center and/or me before assignments are due.
7. Contact me throughout the semester if you any questions, comments, or concerns.

Agreement
If you elect to remain in this class, then you agree to adhere to all of the polices that are stated in this document.
Syllabus

NB: This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints; changes may re-organizing due dates and including additional assignments.

August

23  Introduction

30  Read: The Introduction through Chapter 4 in The Unschooled Mind by Howard Gardner
    Post: a written reflection on BlackBoard (by 6:00 p.m.)

September

6   Read: chapters 5-8 in The Unschooled Mind
    Post: a written reflection on BlackBoard (by 6:00 p.m.)

13  Read: chapters 9-13 in The Unschooled Mind
    Post: a written reflection on BlackBoard (by 6:00 p.m.)

20  Read: chapters 1-3 in Why Don't Students Like School? by Daniel Willingham
    Post: a written reflection on BlackBoard (by 6:00 p.m.)

27  Read: chapters 4-6 in Why Don't Students Like School? by Daniel Willingham
    Post: a written reflection on BlackBoard (by 6:00 p.m.)

October

4   Read: chapters 7-10 in Why Don't Students Like School? by Daniel Willingham
    Post: a written reflection on BlackBoard (by 6:00 p.m.)

11  Recap: discussion about the connections between The Unschooled Mind and Why Don't Students Like School?
    Post: a written reflection on BlackBoard (by 6:00 p.m.); the reflection should contain between 500-600 words and should articulate key connections you have discerned between the texts by Gardner and Willingham.

18  Meet in the UTEP Library
25 Read: pp. 1-73 in What’s the Big Idea?
Post: a written reflection on BlackBoard (by 6:00 p.m.)

November
1 Read: pp. 74-180 in What’s the Big Idea?
Post: a written reflection on BlackBoard (by 6:00 p.m.)
8 Read: pp. 1-54 in Genre Theory
Post: a written reflection on BlackBoard (by 6:00 p.m.)
15 Read: pp. 55-108 in Genre Theory
Post: a written reflection on BlackBoard (by 6:00 p.m.)
22 Discussion: 1 article from your annotated bibliography. Prepare a short summary of the article; discuss 2 of the article’s strengths and 2 of its weaknesses (if you have found any), and the pedagogical implications of the article (10-15 minutes). Prepare a handout to distribute to the class: bibliographic information, your summation, discussion of strengths and weaknesses, and pedagogical implications.
29 Discussion: 1 article from your annotated bibliography. Prepare a short summary of the article; discuss 2 of the article’s strengths and 2 of its weaknesses (if you have found any), and the pedagogical implications of the article (10-15 minutes). Prepare a handout to distribute to the class: bibliographic information, your summation, discussion of strengths and weaknesses, and pedagogical implications.

NB: Annotated Bibliography due

December
6 Final Reflection due – 7:00-9:45 p.m.
Annotated Bibliography

Create an annotated bibliography of journal articles from the years 2001-2022 (9 for a B, 14 for an A), which you found using UTEP’s Reference Library (and the search engines and data bases contained therein), that focus on one specific area of research that you wish to pursue in the field of secondary English/Language Arts.

Examples of areas of research: motivation and student learning; higher order thinking and reading pedagogy; the imagination’s place in English/Language Arts pedagogy; the role of grammar in writing; orality and the practice of reading (and/or writing); media literacy; ekphrasis and the teaching of writing; the place of poetry in the teaching of reading and writing; listening skills and class discussion; the importance of understanding genre in reading; the relationship between effective oral reading and literacy development; etc.

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 graduate courses.

An annotated bibliography provides specific information about each source you have perused and evaluated. As a researcher, 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 300 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/

2 Examples of Annotated Bibliographies
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


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 Hillocks, 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.

A Successful Annotated Bibliography:

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.
Final Reflection

In an organized and lively piece of writing that is between 1750 - 2000 words in length, discuss the following:

• What you gained from ENGL 5339 – be specific and provide examples
• What you contributed to ENGL 5339 – be specific and provide examples
• How your participation in ENGL 5339 has caused you to expand, amplify, and/or change the way you think about secondary English pedagogy – be specific and provide examples
• How your reading of the texts in ENGL 5339 and/or the creation of an annotated bibliography has manifested itself (or will manifest itself) into actionable items – be specific and provide examples