**ED 511 Introduction to Advanced Academic Literacy**

Warner Graduate School of Education, University of Rochester

Summer 2013

Fridays (July 19, July 26, & August 2), 4:50 p.m.-8:10 p.m.

LeChase 143

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**Course description**

This one-credit course will introduce graduate students to the key role that the research literature plays in knowledge consumption and production at the graduate level. It will help students identify how to locate useful research relevant to their research areas and to read the literature critically and efficiently. Students will analyze the components of research articles to pinpoint how knowledge claims are made and supported.

**Required texts**

All readings are posted on Blackboard or will be distributed in class.

**Course requirements**:

* **Attendance and participation**

As the course meets only three times, attendance at all three class meetings is necessary in order to pass the course. Active participation is expected from all students. 35 points.

* **Assignments:** Because of the compressed nature of the course, assignments must be handed in on the due date—no extensions will be offered.

1. **Reflection Paper 1**: A 1-2 page double-spaced paper that describes your research interests coming into your program, and as evolving based on course readings and activities. Follow APA format—this is a good place to start mastering this form. 15 points. Due July 26 before class on Blackboard.
2. **Reflection Paper 2**: A 1-2 page double-spaced paper that describes your ongoing thinking about your research interests as you begin to research the topic. What are some new or unexpected aspects of the topic that you’ve discovered? What are some of the debates or tensions about the topic? 15 points. Due August 2before class on Blackboard.
3. **Analysis of the rhetorical structure and language use** of a published journal article in your field (3-4 pages). Using the concepts in Swales and discussed in class, deconstruct a research article related to your topic, covering how the problem is established, the argument is made and supported (using evidence, empirical data, citations, etc.), the style is accomplished. 35 points. Due August 9 before noon on Blackboard.

**Grading:**

This course is graded on a Satisfactory/Unsatisfactory basis. In order to receive an ‘S’ grade students must attend all class meetings, participate actively, submit all required assignments on time, and achieve a total of 75/100 points.

**Writing counts!** Written assignments should be typed, double-spaced, with page numbers, your name, course number, instructor name, a title **and** an indication of the assignment. Longer assignments should include a cover page including this information. Please spell check and proofread your work and follow APA format: see American Psychological Association (APA) Publication Manual, 6th Edition: (<http://www.apastyle.org/elecref.html>). Please take advantage of Writing Support Services workshops and consulting services ([www.rochester.edu/warner/writing](http://www.rochester.edu/warner/writing).)

**Classroom community**

The Warner Graduate School is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community. See this link for the Warner School’s statement: ([http://www.rochester.edu/warner/ warnerataglance/diversity.html)](http://www.rochester.edu/warner/%20warnerataglance/diversity.html)). See <http://www.rochester.edu/diversity/philosophy.html> for the University of Rochester’s statements about diversity.

It is expected that class meetings will be supportive environments. A fundamental part of class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions.  In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people, whether intentionally or unintentionally.  It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. The instructor views these skills as essential to good teaching and not simply professional courtesies. This course is an opportunity to practice these social justice skills in our social interactions and academic work.

**Course Schedule**

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| **Date** | **Readings due for class** | **In-class activities** |
| **7/19** | Boote, D. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. Educational Researcher, 34(6), 3-15.  Maxwell, J. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile’s “Scholars Before Researchers”. Educational Researcher, 35(9), 28-31. | Brainstorm research ideas.  Education librarian Kathy McGowan guest speaking on finding sources.  Locate 3-5 articles on your own area of interest. |
| **7/26** | Swales, J. (2004). Chapter 7: The research article revisited. In Research Genres: Explorations and Applications. NY: Cambridge University Press. | Reflection Paper 1 due on Blackboard.  Use Swales’s text as a guide to deconstruct one of the articles you found on your topic. |
| **8/2** | Xu, Y. & Liu, Y. (2009). Teacher assessment Knowledge and practice: A narrative inquiry of a Chinese college EFL teacher’s experience. TESOL Quarterly, 43(3), 493-513. | Reflection Paper 2 due on Blackboard.  Critical reading of academic texts. |
| **8/9** |  | Final paper due on Blackboard. |

**References:**

Boote, D. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. Educational Researcher, 34(6), 3-15.

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