



English 614 Critical Pedagogy

Indiana University of Pennsylvania, Fall 2017

Course Info: English 614, Section 001, #13064

Class Meeting Time & Location: Thursday, 2:30-5, HSS 321

Professor: Dr. Matt Vetter

Office Location: Sutton 345

Office Hours: Tuesday & Thursday, 12-2:00; Wednesday, 1-3

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Course Introduction

English 614: Critical Pedagogy in English Education serves as an M.A.-level introduction to critical pedagogy in English Studies (defined broadly as comprising English Education, TESOL, Literary and Cultural Studies, and Rhetoric and Composition). In this course we will work towards two central goals. First, we will increase our knowledge and understanding of theories and issues in critical pedagogy, including: critical theory and educational practice; issues of class, capitalism, and neoliberalism; critical race theory; gender, sexuality, and queer theory; disability and access/ibility; language; and the politics of digital culture. Second, we will apply this new knowledge as we work towards course projects in three broad areas: pedagogical design, digital intervention, and research inquiry. In addition to weekly reading and informal writing assignments, students will (1) design unit consisting of a major assignment and supporting lessons, readings, and activities for a specific educational context, (2) work in small groups to engage in a public, digital intervention project that promotes a social justice goal or agenda, and (3) conduct exploratory research on a topic related to critical pedagogy. Our classroom discussions and activities, finally, will also seek to highlight specific practices relevant to critical pedagogy and the creation of ethical and equitable educational spaces and methods.

Catalog Description

Offers students a broad range of theories that help to shape and inform pedagogy—and ultimately their classroom practice in the secondary English language arts. Topics can include an overview and introduction to critical theory, critical race theory, sociocultural theory, transactional theory, cultural theory, transformative learning theory, queer theory, social justice theory (including students with special needs), spatiality/hybridity theory, identity theory, constructivism, second language theory, feminism, and new literacy studies; and as new, cutting edge theories evolve, they may also be included. Students will explore myriad ways of turning theory into practice through course readings, activities, student teaching, discussions, and small- and large-group cooperative learning. This course is required for English Post-baccalaureate 7-12 certification program students and could be a master's elective with advisor consent for students seeking coursework in critical pedagogy.

Required Course Texts

Darder, Antonia, et al. *The Critical Pedagogy Reader*. 3rd ed., Routledge, 2017.
Additional articles and readings available online

Course Readings

In planning the readings for this course, I've scheduled heavily from our course textbook because I do want the course to be grounded in the literature of theorists in the field of critical pedagogy. While I believe you can practice critical pedagogy without these theorists, I think we owe a debt and a certain intellectual attention to those who have traced and contributed to the conversation on critical pedagogy. In designing the schedule for this course, I have also attempted to leave room for modifications and additions that I hope will be motivated by you – my students. I want you to feel like you have some say in our curriculum and I will attempt to make space for you to make suggestions for additional or different readings. In adding other readings, I'm especially interested in texts that you see yourself teaching as a future professional in your field.

Course Materials

A 1 subject notebook for taking notes during class sessions
Recommended: Laptop or tablet to complete digital/online work during class sessions.

Major Course Assignments

1. Collaborative Digital Commonplace Book
2. Lesson Plan
3. Unit Curriculum Design
4. Collaborative Digital Intervention
5. Conference Paper

Student Learning Outcomes

Alignment with NCTE/CAEP Standards for Teacher Preparation Programs and PDE Candidate Competencies

NCTE/CAEP Standards

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

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Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts— across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in ELA.

Element 2: Candidates use knowledge of theories and research to plan instruction that is responsive to students' local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn ELA.

Course Work

Collaborative Digital Commonplace Book – You will keep a digital commonplace book in small groups of 2-3 using Google docs to record and write out observations, responses, and useful notes and quotes from our weekly reading assignments. I may ask you to do a more focused writing occasionally, but for the most part, this assignment should be motivated by your own reading engagement and interest. Find a passage or a quote that is particularly compelling? Copy it into your commonplace book, with a short annotation about how it shapes your thinking about a topic. Be sure to include identifying information about the source. Finally, I will also ask you to develop at least one discussion question for every commonplace book entry, to be addressed in our in-class discussions. In this way, we will attempt to bridge your reflections and notes from the commonplace books and our in-class discussions and interactions.

Lesson Plan – Design and execute a lesson plan on a particular topic related to an issue relevant to critical pedagogy and connected to one of our assigned readings. (You should also bring in an outside reading – an article, essay, or literary text that you could see teaching in a specific educational context.) You will present on a topic and then engage the class in an activity and discussion that works towards specific learning outcomes (total time 30 mins). You should identify the educational context (secondary or post-secondary or other), content area, institution, etc. as well as the specific learning objectives you are attempting to achieve, then design and execute a lesson plan that works within those constraints. I want you to really attempt to get creative with this. In particular, think about you might disrupt traditional educational procedures by designing a lesson plan that helps student see the content (and the world) in a new light.

Unit Design – Draft a curricular unit consisting of a major assignment and supporting lessons, readings, and activities for a specific educational context and engaging in critical pedagogy and English language, literature, or writing. Your “unit” should include (1) a detailed assignment handout that includes an overview of the assignment, project processes, stated goals or learning outcomes, a timeline, assessment criteria, and any resources for working on the project, (2) a 3-4 week schedule of readings and in-class activities, and (3) an essay in which you reflect on the above two elements and how they engage critical pedagogy theory and content.

Collaborative Digital Intervention – For this assignment, you will work in small groups of 2-3 to appropriate a digital medium, application or network in order to engage in a public, digital intervention project that promotes a social justice or cultural agenda. In the spirit of experimentation, this project asks that you try on the identity of the “hacktivist.” Put aside any negative connotations you might think of when you hear the term “hacker.” Instead, I want you to understand hacking as appropriating or using new media to forward an agenda or goal for social or cultural change. We’ll look at examples in class, but the purpose of your project will ultimately be collaboratively decided on between you and other members of your group. Whatever you decide to do, it should be something that your group is passionate about, something that you feel needs to be addressed, improved, or that is controversial and that you feel people need to be aware of.

Examples of a Collaborative Digital Intervention:

- A social media campaign organizing initiatives addressing hunger or poverty in Indiana County
- A Wordpress website that raises awareness of an issue regarding educational policy or practices
- A Wix website that organizes materials related to critical pedagogy for other educators
- An LGBTQ or Sexuality Awareness video posted to Youtube
- A Twitter campaign that addresses issues related to racism, anti-immigration, or xenophobia

Conference Paper – Conduct exploratory research on a topic related to critical pedagogy, and develop a conference paper and presentation resulting from this research. Your paper might make an educational policy recommendation, promote a pedagogical approach, or even challenge your readers to re-think their understanding of issues or theories related to critical pedagogy. This is an individual project, our final project, and one that is more academic in nature. We'll bring some of the writing process (for example, a project proposal session, research time, and peer review) into our class to support your work. This project can be used to develop ideas from your previous coursework in this class (for example, the lesson plan, unit, or digital intervention). Finally, we will work together to identify potential conferences for your work, and to develop proposals using those conferences' submission guidelines. You will produce a draft of the conference paper (8-10 pp.) and a proposal for this project.

Contract Grading

At this point in your educational career, you are quickly transitioning from student to professional, and as such, my goal in this class is to provide opportunities for you to be independent, take risks, and explore the course content. I also want to facilitate an inquiry-driven, egalitarian classroom community. Given this framework, we will use "Contract Grading" in this course.

The contract is simple: everyone in this course begins with an A, and maintains that grade as long as *all of the course requirements are met*. The terms of the contract are as follows: high quality, M.A.-level writing and thinking on all projects; on-time submissions of work and drafts; consistent, on-time class attendance; and regular contributions to the classroom community. This is not to say your work needs to be perfect; rather, I want you to make a substantive effort on drafts and projects in this class. Show me that you are thinking and working through these issues like a professional.

If I feel you are not meeting the standards and expectations of the course and are doing sub-par work, you are "breaking the contract." I will assess your work informally in the course using a "check" system. Check indicates that you are meeting minimum standards (e.g. B work). Check plus indicates that you are exceeding standards (e.g. A work). Check minus indicates that you are not meeting standards (and more than one check minus indicates that you are breaking the contract). If you are breaking the contract, I will discuss my concerns with you, and I will use an alternative grading system, as described below:

- o Collaborative Digital Commonplace Book (15%)
- o Lesson Plan (20%)
- o Unit Curriculum Design (20%)
- o Collaborative Digital Intervention (20%)
- o Conference Paper (25%)

*I would like to credit Drs. Dana Driscoll and Curtis Porter for the language of this grading contract.

Course Schedule

Text Abbreviations

CPR – *The Critical Pedagogy Reader*

Week	Date	Topic/Activity	Readings/Assignments due
W1	8/31	Educational philosophy activity; Introduction and icebreakers; Syllabus review; Projects review; Slack and Google Sign-ups; Commonplace books set-up	Read: Syllabus
W2	9/7	Foundations of critical pedagogy; Critical theory and educational practice; In-class video and activity on Paulo Freire; Introduce unit design assignment	Read: “Critical Pedagogy: An Introduction” (1-24) and Giroux (31-55) in CPR Due: Commonplace book entry
W3	9/14	Critical pedagogy introduction (cont.); Social class and education; Lesson plan 1 on social class; Unit design workshop; Review and plan online readings for next week	Read: McLaren (56-78), Aronowitz (118-134), and hooks (181-187) in CPR Due: Commonplace book entry; Unit design pitch
W4	9/21	Racism, language, and identity; Responding to current political events; Charlottesville Protests; Lesson plan 2 on race/racism or language/multilingualism; Review resources for assignment design	Read: “Supporting Linguistically and Culturally Diverse Learners in English Education” (NCTE); “Resources for Educators in the Wake of Charlottesville” (NPR); “There Is No Apolitical Classroom: Resources for Teaching” (NCTE); Bartolome and Macedo (196-215) in CPR Due: Commonplace book entry
W5	9/28	Gender, sexuality, and schooling; White privilege; Straight privilege; Lesson plan 3 on gender and/or sexuality; Workshop unit assignments	Read: Weiler (273-294) (Weiler Cancelled) and Page (346-360) in CPR; “Unpacking the Invisible Knapsack” I and II (Linked on Slack) Due: Commonplace book entry; Draft of unit assignment

W6	10/5	Teaching critical literacy; practical applications of critical pedagogy in the intermediate grades; Critical pedagogy and pop culture; Workshop unit schedules; Lesson plan 4 on pop culture	Read: Peterson (382-399), Love (400-411), and Morrell (412-417) in CPR Due: Commonplace book entry; Draft of unit schedule
W7	10/12	Practicing critical literacies; Critical praxis; Techno-literacy; Introduce collaborative digital intervention assignment; Group roles and brainstorming; Handout from UDL*; Lesson plan 5 on digital culture or open topic	Read: Bishop (370-381) and Kahn and Kellner (418-431) in CPR Due: Commonplace book entry; Unit design (final) and reflection
W8	10/19	Discuss reading from UDL on critical literacy/hacktivism; In-class work on collaborative digital intervention; Identifying resources for appropriating digital media; Digital intervention proposal workshop	Read: Reading from <i>Understanding Digital Literacy</i> on critical literacy/hacktivism (PDF) Due: Commonplace book entry; Digital intervention proposal
W9	10/26	Disability and critical pedagogy; Bullying and harassment; Universal design; Lesson 6 on bullying and/or disability; In-class work on collaborative digital intervention;	Read: Meyer (448-460) and Anderson (476-484); Dolmage (PDF) Due: Commonplace book entry; Digital intervention project update
W10	11/2	Teacher identity; Radical love as pedagogy; Work on digital intervention project and project reflection; review reflection requirements	Read: Greene (494-502) and Douglas and Nganga (518-534) in CPR Due: Commonplace book entry; Digital intervention project update
W11	11/9	Digital intervention project share; Democracy and critical pedagogy; Introduce conference paper assignment	Read: Lissovoy et al. (598-607) and Ross (608-617) Due: Digital intervention project
W12	11/16	Teachers as public intellectuals; Lesson plan 7 (open topic); Conference paper proposal workshop; In-class research and writing	Read: Giroux (625-636) Due: Proposal for conference paper project
W13	11/23	Fall break – no class	Fall break – no class

W14	11/30	Conference identification; Genre analysis of conference proposals; In-class work on conference paper/Mini-conferences (in-class) with Dr. Vetter	Due: 2-3 pages on your conference paper draft - intro/body; Research conference possibilities
W15	12/7	Peer review conference paper; End-of-semester celebrations	Due: Rough draft of conference paper for peer review
W16	12/12	Final project due Tuesday of Finals Week	Due: Final draft of conference paper

Course Policies

Atmosphere: I ask that everyone in our class practice civility, kindness, and collegiality. Let's build a community that values constructive critique and mutual support of each other's work, educational and cultural background, and individuality.

Participation: I expect a high level of participation in a graduate-level course. You should come prepared to every class session, having completed all assigned readings and writing assignments due for that session. Weekly blog posts should be completed before every session. You should be ready to contribute through active listening and discussion.

Attendance: Attendance and punctuality are required in this course. I strongly recommend that you attend every session, but you may miss one class with no grade reduction. Health related issues or other documented excused will be handled on a case-by-case basis. Absences after the first one will result in a 5% reduction to your final course grade.

Late Work: I will only accept late work if we have talked and come to some agreement. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due.

Communication: I use e-mail to communicate important information about the class. You are responsible for checking your school account regularly. You should also check Slack often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu. I will do my best to respond within 24 hours.

Ethics: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information (fabrication) will result in a course grade of F and a report to Community Standards. You are at all times responsible for handling sources ethically by acknowledging the author and source of directly borrowed ideas and language in your writing.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and

support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Electronic Devices: Laptops, smart phones, and tablets are encouraged in my classroom, and should be used to reference assigned readings, our blogs or other course activities.

Writing Center: Trained graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.

IUP Sexual Violence Policy: Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment and sexual violence are legally prohibited and will not be tolerated. To report a complaint of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, against a student and discuss options, contact a Campus Security Authority coordinator; the Office of Student Conduct, 307 Pratt Hall, at 724-357-1264; or the Compliance Officer/Title IX Coordinator. If the student does not want to proceed with a student conduct complaint or police report, the Compliance Officer/Title IX Coordinator will still investigate to determine what occurred and take appropriate steps to resolve the situation, mindful of the University's obligation to provide a safe and nondiscriminatory environment for all students.

Title IX: In order to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual

violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

Lesson Plan –

Design and execute a lesson plan on a particular topic related to an issue relevant to critical pedagogy and connected to one of our assigned readings. (You should also bring in an outside reading – an article, essay, or literary text that you could see teaching in a specific educational context.) You will present on a topic and then engage the class in an activity and discussion that works towards specific learning outcomes (total time 30 mins). You should identify the educational context (secondary or post-secondary or other), content area, institution, etc. as well as the specific learning objectives you are attempting to achieve, then design and execute a lesson plan that works within those constraints. I want you to really attempt to get creative with this. In particular, think about you might disrupt traditional educational procedures by designing a lesson plan that helps student see the content (and the world) in a new light.

Formal Requirements:

Produce a lesson plan document which includes the following elements: an overview of the lesson (be sure to include a description of the hypothetical teaching context, i.e. grade-level/course), any materials used in the lesson, a list of lesson processes, learning outcomes, and any learning accommodations. Please see an example lesson plan document here: <https://drive.google.com/file/d/0B9kTmdN2oWzwc1owN0FHUkI5Vkk/view?usp=sharing>

Criteria:

- A well-developed lesson plan document which includes all required elements (overview, materials, processes, outcomes, accommodations)
- Engaging presentation/lesson that utilizes visual and or kinesthetic processes for learning
- A well-defined educational context and targeted presentation/delivery to that context
- Interactive and/or participatory lesson that engages the class (as students in a hypothetical learning situation)
- Clear educational outcomes or objectives
- Respectful of time

Unit Design –

Draft a curricular unit consisting of a major assignment and supporting lessons, readings, and activities for a specific educational context and engaging in critical pedagogy and English language, literature, or writing. Your “unit” should include (1) a detailed assignment handout that includes an overview of the assignment, project processes, stated goals or learning outcomes, a timeline, assessment criteria, and any resources for working on the project, (2) a 3-

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4 week schedule of readings and in-class activities, and (3) an essay in which you reflect on the above two elements and how they engage critical pedagogy theory and content.

Detailed assignment handout (1-2 pages)

1. overview of assignment
2. project processes
3. stated goals or learning outcomes
4. timeline
5. criteria
6. resources

Unit Schedule (3-4 weeks)

Includes brief descriptions of in-class activities, readings, and due dates related to assignment

Reflective Essay

Your reflective essay (minimum 2 pages) should describe and explain the unit design, reflecting on the choices you made for creating pedagogical content and how those choices engage in critical pedagogy.

Criteria

- A well-defined educational context and targeted pedagogical material designed with that context in mind (e.g. secondary education, college-level, etc.)
- Inclusion of all the required elements (assignment handout, unit schedule, reflective essay)
- Well-developed and proofread content in all three of the required elements
- Thorough engagement with theories and practices of critical pedagogy
- Concrete connections to course readings/content (in the reflective essay)

Collaborative Digital Intervention-

For this assignment, you will work in small groups of 2-3 to appropriate a digital medium, application or network in order to engage in a public, digital intervention project that promotes a social justice or cultural agenda. In the spirit of experimentation, this project asks that you try on the identity of the “hacktivist.” Put aside any negative connotations you might think of when you hear the term “hacker.” Instead, I want you to understand hacking as appropriating or using new media to forward an agenda or goal for social or cultural change. We’ll look at examples in class, but the purpose of your project will ultimately be collaboratively decided on between you and other members of your group. Whatever you decide to do, it should be something that your group is passionate about, something that you feel needs to be addressed, improved, or that is controversial and that you feel people need to be aware of.

Project Elements:

Your group will work together to create a shared digital intervention project, a collaborative reflective essay, and an informal presentation on your final project.

1. Digital Intervention Project
2. Collaborative Reflective Essay
3. Informal presentation

Examples of a Collaborative Digital Intervention:

- A social media campaign organizing initiatives addressing hunger or poverty in Indiana County
- A Wordpress website that raises awareness of an issue regarding educational policy or practices
- A Wix website that organizes materials related to critical pedagogy for other educators
- An LGBTQ or Sexuality Awareness video posted to Youtube
- A Twitter campaign that addresses issues related to racism, anti-immigration, or xenophobia
- An open letter to a political or some other public official, published on Medium, and meant to make a statement or start a movement about a social or political issue

Reflective Essay (2-3 pp.)

This project also requires that your group collaboratively draft a Reflective Essay that explains your digital intervention. This essay should reflect on the process of brainstorming and creating the project, define your social justice or cultural agenda, and how you worked to appropriate a particular media, social network, or digital application to accomplish those goals. In other words, how did you adapt, subvert or modify the medium to suit your purposes? What is the overall argument or message of your piece? Who is the audience? How well did you reach that audience to accomplish your agenda?

Important Dates

- 10.12 - Introduce assignment, form groups, brainstorm intervention projects
- 10.19 - Proposals due at the end of class. Workshop proposals
- 10.26 - In-class work on digital intervention. Update due
- 11.2 - In-class work on reflection. Update due
- 11.9 - Final digital intervention project share (informal presentation)

Evaluation Criteria

- Project appropriates/utilizes a digital application, medium or social network (e.g. Wordpress, Twitter, Tumblr, Youtube, Weebly, iMovie)
- Project forwards a social, political or cultural agenda that is agreed upon by group members
- Project engages the ethic of hacktivism, appropriating a technology to effect social change
- Project is accompanied by collaboratively written 2-3 pp. Reflective Essay that details its creation, rhetorical goals, and appropriation of a technology

Conference Paper –

Conduct exploratory research on a topic related to critical pedagogy, and develop a conference paper and proposal resulting from this research. Your paper might make an educational policy recommendation, promote a pedagogical approach, or even challenge your readers to re-think their understanding of issues or theories related to critical pedagogy. This is an individual project, our final project, and one that is more academic in nature. We'll bring some of the writing process (for example, a project proposal session, research time, and peer review) into our class to support your work. This project can be used to develop ideas from your previous coursework in this class (for example, the lesson plan, unit, or digital intervention). Finally, we will work together to identify potential conferences for your work, and to develop proposals using those conferences' submission guidelines. You will produce a draft of the conference paper (8-10 pp.) and a proposal for this project.

A conference paper in which you explore a theory, concept, or issue related to critical theory and/or critical pedagogy and make recommendations based on that exploration for pedagogical practice within a specific educational context. You should use this project as an opportunity to do meaningful and significant work that intersects or informs your own scholarly interests or goals. Accordingly, this assignment is broadly defined, but you might consider the following research roles:

1. Critically analyzing the “dominant” pedagogical practices in a particular educational context within a theoretical framework of critical theory and/or pedagogy (e.g. critique of assessment practices)
2. Comparing and/or synthesizing critical pedagogical practices and/or theories
3. Envisioning a new pedagogical practice for critical pedagogy through synthesis and reflection on critical pedagogical research literature
4. Engaging and exploring a critical pedagogical tradition that has been neglected by English Studies and considering a particular educational context

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5. Recommending a particular pedagogical approach and/or practice as a response to current events, social-cultural climate, etc.

Your project should demonstrate the following:

- engagement and understanding of our course materials and other research in critical pedagogy
- a significant research component (review and synthesis of at least 5 sources)
- organized, purposeful writing that demonstrates comprehensive synthesis and analysis of your subject
- an original and well-supported proposal and/or argument
- appropriateness in terms of genre, research, and stylistic conventions for the intended conference

When imagining your project, please target a specific conference related to English Studies and/or critical pedagogy

Formal Expectations: A conference paper should be about 2,500-3,000 words in length (or around 8-10 pp.). You will also develop a proposal/abstract (we will look at examples in class) ranging from 100-300 words.

Potential Conferences

- Modern Language Association, Northeast MLA
- Conference on College Composition and Communication
- College English Association
- TESOL
- Three Rivers
- CEA
- NCTE
- Others?
- EGO - English Graduate Organization at IUP (Open to submissions now)
- Graduate Scholars' Forum at IUP
- ECWCA - East Central Writing Center Association (Open to submissions until Nov. 17)
- Computers and Writing

Project Elements & Important Dates

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Project Proposal – Due 11/16

In-class Research & Writing Session - 11/30

Drafts for Peer Review – Due 12/7

Final Drafts – Due 12/12 to Slack channel #conferencepaper

Informal Proposal Guidelines

You will write a proposal to help guide your research and to give us an opportunity to talk one-on-one about your project. Your project proposal should include the following elements, and should be a minimum of 600-900 words in length (not counting the Annotated Bibliography section, which should include at least 4 sources).

- Description of the project, its significance, and the central research question(s) and/or motivations
- Brief summary of the relevant literature, and the relationship of your proposed research to that literature. What is the current conversation, and how does your question fit into that conversation?
- Issues or challenges you perceive in the project - what can I help you with?
- Preliminary Annotated Bibliography of sources. Your annotations may be informal and for your own use.