Teachers’ and Students’ Epistemologies for Argumentative Writing in High School English

Language Arts Classrooms

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The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant 305A100786 The Ohio State University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. We gratefully acknowledge support from the Center for Video Ethnography (CVEDA) and Discourse Analysis and the Department of Teaching and Learning at The Ohio State University (OSU). The content of this presentation does not necessarily reflect the policies of the USDOE Institute for Educational Sciences, the CVEDA, or the OSU Department of Teaching and Learning.
The Three ELA Teachers

<table>
<thead>
<tr>
<th></th>
<th>Kate</th>
<th>Jane</th>
<th>Clark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epistemology</td>
<td>Structural-Textual</td>
<td>Ideational</td>
<td>Social</td>
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<tr>
<td>Years Teaching</td>
<td>14 years of teaching</td>
<td>16 years of teaching</td>
<td>8 years of teaching</td>
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<tr>
<td>Teacher Ethnicity</td>
<td>White</td>
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<td>White</td>
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<td>School Context</td>
<td>Urban</td>
<td>Suburban</td>
<td>Suburban</td>
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<tr>
<td>Grade Level and Course</td>
<td>9th grade/College Prep</td>
<td>12th grade/Advanced Placement</td>
<td>11th grade/College Prep</td>
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<td>Curricular Content</td>
<td>Humanities: Integrated English and social studies</td>
<td>AP Literature and Composition: Reading and critical analysis of literature</td>
<td>American Literature</td>
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<td>Classroom Ethnicity</td>
<td>Ethnic minority and white</td>
<td>Primarily White</td>
<td>Primarily White</td>
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References


Langer, 2002


