**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** CTSE 5020

**Course Title:**  Rhetoric and Composition for Teachers

**Credit Hours:** 3 semester hours

**Prerequisites:** Junior Standing

**Corequisites:**  None

**2. Term:** Fall 2014

**Day/Time:** M 3-5:50

**Instructors:** Kimberly Jones and Latasha Warner

**Office:** Haley 5009

**Contact Information:** Kimberly Jones [ksj0008@auburn.edu](mailto:ksj0008@auburn.edu); Latasha Warner [hamillb@auburn.edu](mailto:hamillb@auburn.edu)

**Office Hours:** Available for 30 minutes following class and by appointment.

**3. Texts:**

Lindemann, Erika. *A Rhetoric for Writing Teachers, 4th Ed.* Oxford University Press, 2001.

Professional Text. (Each student will choose/be assigned a topic).

**4. Course Description:**

Theories of rhetoric and composition applicable to middle and high school classrooms; implications for planning writing curricula, instruction, and assessment/evaluation. May count either CTSE 5020 or CTSE 6020. 3.000 Credit hours 3.000 Lecture hours

**5. Student Learning Outcomes:**

Aligned to the Alabama Quality Teacher Standards, as a result of their work in this course, students will gain…

290-3-3-.03(1)(c) 1.(i) Knowledge of the structure of the academic disciplines related to the subject

matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful

and engaging to all learners whom they teach (pedagogical content knowledge).

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)2. (ii) Ability to provide accommodations, modifications, and/or adaptations to the

general curriculum to meet the needs of each individual learner.

290-3-3-.03(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional

activities to address the scope and sequence of the curriculum.

290-3-3-.03(1)(c)4.(i) Knowledge of research and theory underpinning effective teaching and

learning.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(2)(c) 5.(v) Ability to design and use a variety of approaches to formal and informal

assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

290-3-3-.03(4)(a) differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**6. Course Content and Schedule:**

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| --- | --- |
| **Week/Date** | **Readings/Assignments Due in BOLD** |
| **Week One (8/18)** | Course/Class Introductions,  Personal Writing,  Create rules for successful paragraphs,  Review Syllabus,  Discuss Textbook/Tradebooks,  Discuss Major Class Assignments,  Create Class Personas |
| **Week Two (8/25)** | **Ch. 1-3 of *A Rhetoric for Writing Teachers,***  Personal Writing |
| **Week Three (9/1)** | Labor Day Holiday, No Class  Work on Annotated Bibliography |
| **Week Four (9/8)** | **Ch. 4-6 of *A Rhetoric for Writing Teachers,***  Personal Writing,  Receive prewriting assignment from Loachapoka students |
| **Week Five (9/15)** | **Ch. 7-8 of *A Rhetoric for Writing Teachers,***  **Annotated Bibliography DUE,**  **Comments/Feedback to Loachapoka prewriting assignment DUE,**  Personal Writing  Discuss PWS |
| **Week Six (9/22)** | **Ch. 9-12 of *A Rhetoric for Writing Teachers,***  Personal Writing |
| **Week Seven (9/29)** | **Ch. 13-14 of *A Rhetoric for Writing Teachers,***  Develop rubric for Loachapoka assignment, Receive intro and thesis assignment from Loachapoka students |
| **Week Eight (10/6)** | **Ch. 15-16 of *A Rhetoric for Writing Teachers,***  Two teaching demonstrations **(Common Readings for demonstrations DUE)** |
| **Week Nine (10/13)** | Two teaching demonstrations **(Common Readings for demonstrations DUE),**  **Comments/feedback for intro/thesis assignment from Loachapoka students DUE** |
| **Week Ten (10/20)** | Two teaching demonstrations **(Common Readings for demonstrations DUE)** |
| **Week Eleven (10/27)** | Two teaching demonstrations **(Common Readings for demonstrations DUE),**  Receive rough drafts from Loachapoka students |
| **Week Twelve (11/3)** | Two teaching demonstrations **(Common Readings for demonstrations DUE)**,  **Comments/feedback for rough draft assignment from Loachapoka students DUE** |
| **Week Thirteen (11/10)** | **PWS Draft Due** |
| **Week Fourteen (11/17)** | **PWS Due** |
| **Week Fifteen (11/24)** | Thanksgiving Break, No Class  Receive final draft assignment from Loachapoka students electronically |
| **Week Sixteen (12/1)** | Last Class Day  Discuss PWS evaluations  Discuss Final Exam  **Comments/Feedback for Final Draft assignment from Loachapoka students DUE** |
| **Week Seventeen (12/8)** | FINAL EXAM (4:00-6:30 p.m.)  **Loachapoka Reflection DUE** |

\*\*Tentative Course Schedule—All readings and assignments are subject to change at the instructor’s discretion. Any changes made to the schedule will be announced in class and/or through CANVAS.\*\*

**7. Assignments/Projects:**

**Class Activities/CANVAS discussions/Participation/Attendance 10%**

Students’ participation in class activities and through CANVAS discussions will help students build knowledge together and explore various aspects of the readings to apply them to their own future teaching. In order to participate, students must be present and have completed the assigned readings. Ongoing failure to contribute to class activities will result in a lower grade. Failure to attend class will result in a lower grade.

**Personal Writing 10%**

As future teachers of writing, it is important that you write. Students will complete personal writing assignments the first several weeks of class. After having completed these writings, students will engage in the writing process, through revision, editing, and publication of a final draft of one of their writings.

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

**Annotated Bib 10%**

Students will select and read scholarly publications on a chosen area in teaching writing. Students will prepare an annotated bibliography in order to gather, summarize, and evaluate scholarly sources on your chosen topic; to create a list of references to remind you of your sources and the information each contains on your topic; to prepare a document of sources on your topic to help your classmates and others in your field.

290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**Loachapoka Feedback/Reflection 15%**

Students will develop an ongoing written relationship with high school students from a local high school. The high school students will complete a writing assignment utilizing the writing process. Each component of the writing assignment will be provided to the students, and students will provide comments/feedback for each component according to the course schedule.

290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge)

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

**Teaching Demonstration 20%**

Students will prepare and teach a lesson from their unit development on their chosen writing topic. This will allow students practice in preparing a lesson, teaching a lesson, and evaluating formative/summative assessments.

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290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)2. (ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

290-3-3-.03(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

290-3-3-.03(1)(c)4.(i) Knowledge of research and theory underpinning effective teaching and

learning.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(2)(c) 5.(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

290-3-3-.03(4)(a) differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**PWS 20%**

Students will prepare a shortened version of the College of Education’s PWS. This will allow students to practice preparing a unit, developing a unit, collecting evidence from students, and reflecting on their own teaching practices based on their growing knowledge of wise practices.

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290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)2. (ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

290-3-3-.03(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

290-3-3-.03(1)(c)4.(i) Knowledge of research and theory underpinning effective teaching and

learning.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(2)(c) 5.(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

290-3-3-.03(4)(a) differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**Final Exam 15%**

The final exam will be a written exam in which students use their growing knowledge of wise practices in teaching writing. Students will be asked to demonstrate that knowledge by using sources from experts in the domain of teaching writing to address content standards/scope and sequence of writing as defined in the Alabama Course of Study.

290-3-3-.03(1)(c) 1.(i) Knowledge of the structure of the academic disciplines related to the subject matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**8. Rubric and Grading Scale**

Class Activities/CANVAS discussions/Participation/Attendance 10%

Personal Writing 10%

Annotated Bib 10%

Loachapoka Feedback/Reflection 15%

Teaching Demonstration 20%

PWS 20%

Final Exam 15%

**Grading Scale:**

89.5-100 = A

79.5-89.4 = B

69.5-79.4 = C

59.5-69.4 = D

000-59.4 = F

**9. Class Policy Statements:**

Attendance is expected of every student. If you must miss class, please note the following: if your absence is unexcused, you will not be permitted to make up any missed assignments and a grade of 0 will be assigned for that assignment; if your absence is excused, you need to contact the professors as soon as possible (preferably prior to class but no later than the day following your absence) in order to receive an alternate assignment for any work missed.

All written assignments must be submitted on time by due date on CANVAS, unless otherwise specified. Any assignments not submitted on time will receive a grade of 0. All reading assignments should be read by the beginning of class time on the date specified in the course schedule. Not completing the reading assignments will prevent you from being an informed participant of class discussions and in-class assignments. As future teachers, it is expected that you exhibit characteristics of professionalism, which include adhering to all deadlines/due dates for assignments and completing all readings as assigned.

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. 1. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality