# Course Syllabus

# Fall 2017



**Course**: CTSE 4160, Teaching English Language Arts II

 Haley Center 2461. 8am-9:50pm, Mondays-Wednesdays-Fridays

**Instructor**: Mike Cook, Assistant Professor of English Education

**Prerequsites:** Admission to Teacher Education

**Office**: 5056 Haley Center

**Phone**: 844-4415 (office); 828-320-0917 (cell)

**Email address**: mpc0035@auburn.edu

Email is the best way to contact me. I will do my best to respond within 24 hours.

**Office hours**: \*\* 10:00-12:00 (Mon.) and 3:00-5:00 (Wed.)**.** Other hours by appointment. We can also visit via phone or skype, depending on the issue.

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**Course Texts:**

We will be reading selections from several texts and articles (of which you will help select). I will make these selections available in Canvas. However, for your teacher library, the following texts will prove helpful.

Burke, J. (2012). *The English teacher’s companion* (4th ed.). Portsmouth, NH: Heinemann.

Lindemann, E. (2001). *A rhetoric for writing teachers*. Oxford: Oxford UP.

Rosa, A. & Eschholz, P. (2012). *Models for writers: Short essays on composition*. Boston:

Bedford/St. Martin’s.

Wilhelm, J. & Novak, B. (2011). *Teaching literacy for love and wisdom. Being the book and being the change*. New York, NY: Teachers College Press.

Additional readings will be provided.

I also encourage you to become student members of NCTE and consider subscribing to one of their journals (English Journal is great for high school and Voices from the Middle is excellent for middle school)

* Student Membership: $25.00
* Student fee for journals: $12.50

\*Common Core State Standards

\*NCTE Teacher Preparation Standards

\*Alabama Quality Teaching Standards

\*Key to your success as a teacher is to know standards. You are expected to familiarize yourself with these.

For electronic readings, please bring a copy to class (physically or electronically) without resorting to using your smartphone.

**Course Goals:**

As prospective teachers, my intention is for you to leave this course being able to…

1. Establish a positive learning climate for students so that they become valued and contributing members of an inclusive, intellectually curious classroom community.
2. Create an environment in which students’ interpretations are at once respected and challenged (when called for) and where students are encouraged to view texts from a variety of perspectives.
3. Select a variety of texts (materials and resources)—print and nonprint; literary and nonliterary; textbooks and trade texts; technological—which are appropriate for students from diverse backgrounds and with different skill levels and which are fitting to educational goals developed from standards set by local, state, national and professional agencies.
4. Use the Common Core State Standards to create reading and writing instruction -- while maintaining one’s critical judgement regarding the (possible) shortcomings of the stardards.
5. Plan appropriately for whole-class and small-group reading of (and/or viewing of, listening to) teacher-selected texts, including setting goals and determining time necessary; determining resources and instruction needed (including appropriate use of technology); deciding on appropriate student activities; and determining appropriate assessment and evaluation.
6. Plan appropriately for writing instruction; teach and use the writing process; study mentor texts; write with your students to create a community of writers.
7. Plan appropriately for individualized, self-paced, and self-selected reading.
8. Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in your teaching of the English language arts.
9. Vary your teaching roles such as instructor, facilitator, coach, listener, and evaluator.
10. Alter your teaching plans appropriately based on student responses, teacher observation, and formal and informal assessment.
11. Use a variety of informal and formal means of assessment and evaluation.

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# Expectations & Policies:

I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities.

**Absences**. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

 If you have to be absent, please follow the procedures teachers do. That is, just as teachers make arrangements ahead of time for a known absence, so, too, you must make arrangements ahead of time for a known absence. Just as teachers must notify their schools as soon as possible for an emergency absence such as illness, so, too, you must notify me as soon as possible for an emergency absence such as illness. Send me an email.

 You are allowed two unexcused absences from Haley meetings. Fro any unexcused absence beyond two, there will be a 3-point deduction from your final course grade. To discuss an absence, see me during office hours, or check with me by email. (See below, “Make-up work.”)

 **Tardies**. Make every effort to be on time for class in Haley. Coming in late, no matter how quiet you try to be, will be a disruption. Again, a single tardy will not set off alarm bells; a pattern of tardies will.

**Absences from fieldwork**. You must make every effort to be present, and on time, in your assigned classroom on fieldwork days. If you are ill, however, you must: 1) contact the school office and leave a message for the teacher 2) email the teacher 3) email me 4) notify your field teammates so they can deliver the message to the teacher. You are also responsible for 1) getting a teammate to substitute for you (if you are responsible for teaching) and 2) making up the missed field day *on your own time*. **NOTE**. Being tardy on a fieldwork day is not professional behavior and will not be tolerated.

 **Make-up work**. If you are absent, you are still responsible for turning in work that’s due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence. To help you in this regard, prompts for quick writes, quizzes, and other such in-class activities will be posted after class.

**Note**: Full credit will not be given for work missed due to an unexcused absence.

 **Late work**. I do not give full credit for work turned in late. 10 points will be subtracted for every day your work is late (e.g., 20 points off for an assignment 2 days late). Work is late if it’s not ready at the start of class on the specified due date or if it is not sent electronically on the due date.

 **University rules**. I abide by all university rules, including those concerning academic honesty and harassment/discrimination.

 **Accommodations**. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096.

# Contingency statement

 If there is an emergency and I am to be absent from class, I will make every effort to send you an email message ahead of time (or have one sent to you by a departmental assistant).

 If the university closes for emergency or crisis situation, I may have to modify the syllabus, the course plans, and other assignments. If this happens, I will replace the original assignment schedule with one having an addendum. I’ll do the same to assignments already published.

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**Course Requirements/Evaluation:**

**Class and Online Participation: 20%**

 **Poem of the Day**

 **Resource Guide**

 **Twitter Professional Learning Network**

 **Field Placement Teaching Videos and Feedback**

**Reading Journal/Writer’s Notebook: 15%**

 **Reflective Letters**

**Teaching Demonstrations: 15%**

 **Response to Teaching Demonstrations**

**Activism Project: 20%**

**Comprehensive Unit Plan: 20%**

**ePortfolio Shell: 10%**

**Class & Online Participation: 20%**

As this class will work like a Professional Learning Community (PLC), you will be expected to contribute meaningfully to all readings, topics, and content. I will provide (with your assistance) the topics and the reading selections prior to the day they are to be discuss.

**Poem of the Day: (combined with Class Participation)**

The poem of the day is an informal reading and presenting of a poem of your choice. *Poem* suggests anart object/moment that can provoke an aesthetic experience, such as music, art, image, or poem. The poem you select can be a favorite, one that you don’t understand, or one that facsinates you. When it is your turn, please prepare a handout with the poem and your thoughts on the following questions: if you were to teach this poem, how might you do so? What is “teachable” and valuable about this particular work?

**Resource Guide: (combined with Online Participation)**

As part of your online participation, you will prepare a resource guide, to be shared with your classmates:

\*An evaluative list (like an annotated bibliography) of Internet resources for an area of teaching English

\*A guide to resources for your unit plan (including media and technology)

\*An annotated list of useful websites (for your unit and for teaching high school English)

\*An evaluative list of resources available in the school or district in which you will be student teaching

**Twitter Professional Learning Network: (combined with Online Participation)**

This semester, we’ll continue our use of Twitter as a way to extend our discussions and to engage in professional learning. As always, it is important that you tweet regularly, that you respond to the tweets of your peers, and that you engage those outside the Auburn English Education program. Remember that all of your tweets should include the hashtag: #auburnela.

Requirements:

1. Weekly tweeting: You are expected to tweet regularly (minimum of 2 original tweets) and to regularly respond to, like, retweet, and quote the tweets of your classmates. However, tweets should not be posted all at once, but should be posted regularly throughout the week and the semester. While I encourage you to engage in conversations with other #auburnela students and classes, I would also like you to engage with professionals outside of our program and geographic area. Note: Given our course focus on activism, Twitter can be a useful resource for you to reach out to others, to engage in important dialogue, to find ideas, and to begin thinking about how you will engage in (and engage your future students in) work that leads to a more socially just worlk.
2. Participate in two live #auelachat sessions
	1. 3 sessions will be offered:
		1. Sunday Sept. 10: 7:00-8:00 pm
		2. Monday Oct. 9: 7:00-8:00 pm
		3. Tuesday Nov. 14: 7:00-8:00
3. Participate in one additional chat. We will use these experiences to drive our conversations in class and to assist in your unit designing work. You should participate in your chat by 11:59 pm on Sunday Oct. 15. While there are many ongoing professional Twitter chats (and you can choose any relevant chat you find), I have listed some resources below.
	1. Education Chats Google Doc: <https://sites.google.com/site/twittereducationchats/education-chat-calendar>
	2. #edchat (Tues. 11:00 and 6:00 EST)
	3. #edtechchat (Mon. 8-9 EST)
	4. #digcit (2nd and 4th Wed. of the month—7-8 EST)
	5. #tlap (Mon. 9:00 EST)
	6. #nctechat (various dates—check the NCTE website for info)
	7. you may also look for other options and run them by me
4. You will also follow a variety of pre-service teachers, in-service teachers, educators and scholars, education professionals, etc. You should include them in your tweets and conversations. The goal here is to go beyond the constraints of the traditional classroom by inviting expert/mentor voices ino our discussions. We will collaboratively compose a list.
5. Posting usernames: These will be posted to Canvas, so you can easily follow one another. We will discuss this.

Possible Professionals to Follow (non-comprehensive list of examples)

Dr. Cook (@mikepcook) NCTE (@ncte)

Dr. Sams (@brandonlsams) ILA (@ILAToday)

Auburn ELA (@AUEnglishEd) Teach Social Justice (@socialjusticeED)

Pernille Ripp (@pernilleripp) Nicole Sieben (@Teach4JusticeNS)

Teaching Tolerance (@Tolerance\_org) Tanehisi Coates (@tanehisicoates)

Greg Michie (@GregoryMichie) Summer Pennell (@summerpennell)

Christopher Emdin (@chrisemdin) Jennifer Gonzalez (@cultofpedagogy)

David E. Kirkland (@davidekirkland) Mariana SoutoManning (@soutomanning)

Sarah J. Donovan (@MrsSJDonovan) Ernest Morrell (@ernestmorrell)

**Reflecting on Field Placement Teaching: Critical Feedback for Self and Others: (combined with Online Participation)**

One of the changes I have made to the course involves who observes your field placement teaching and who provides you feedback. Traditionally, I would visit your classrooms to see each of you teach. The limitation there is that you only receive feedback from me. To make this a more robust, meaningful, and authentic experience, you will all watch one another teach, and you will all provide feedback to each of our classmates. How will will do this? Technology. You and your field placement partner will video record (making sure the video and audio are acceptable) your lessons. You will then upload the videos to our shared One Drive folder (more on this to come). That way, we will all have access. Some weeks, I will ask you to view recent videos outside of class and provide feedback in the form of a discussion board. Other times, we will discuss (and even view) the teaching videos together. The goal here is to create a community of learners and educators (i.e., a professional learning group) that can also work well for you when you have your own classroom. Additionally, this experience reflecting on and critically discussing one another’s feedback leads to good teaching, it aligns with edTPA and the National Board Certified Teacher program, and it helps us all learn and grow collaboratively. This will be a useful experience for us all. We will take more about this in class.

**Reading Journal/Writer’s Notebook: 15%**

Each student will use a Reading Journal/Writer’s Notebook as the site for personal and professional exploration of ideas and readings during the semester. Students are expected to contribute entries to this notebook on a regular weekly basis; some entries will be assigned. The Writer’s Notebook should be brought to all class sessions; the course-related contents of the Notebook will be used as the basis of class discussions and activities and will be shared periodically with classmates. Similarly, I may require weekly postings on Canvas.

**Note:** The Writer’s Notebook can also be used for writings, musings, sketches, etc. totally unrelated to this course. And you will also use it for your contemplative (post-meditation) writings.

**Reflective Letters: (combined with Reading Journal/Writer’s Notebook)**

In conjunction with your Reading Journal/Writer’s Notebook, you will send me (twice throughout the semester) a reflective letter about what you are learning. Your letter should show substantive thinking about one or more of the following questions.

What have you learned about teaching English from course readings, class discussions, or field experiences?

 Who are you becoming as an English teacher? What kind of teacher do you want to become?

 How are the course readings, class discussion, and field experiences connected?

What important questions have emerged from course readings, class discussion, or field experience? Why are these issues important and how have you thought about them?

In what specific ways will you apply your learning to your future classroom?

Send these letters to me in an MS word file via email. Each letter needs to be at least 500 words. Letters are due to me by 11:59pm on the due date.

**Teaching Demonstrations: 15%**

You will demonstrate a minimum of two mini-lessons to us (we'll be a small class of students for you). You will co-teach one with a peer and teach one on your own. We will serve as a space and a time to try out ideas, get useful, substantive feedback, and explore the role of teacher. These lessons can be part of your unit plan (or lessons you intend to roll out as part of your field placement teaching).

**Response to Teaching Demonstrations:**

You will also respond to the teaching demonstrations of others. Responses will be both written and oral.

**Activism Project: 20%**

You will work in small groups to identify, discuss, plan for, and engage in activism related to an issue within education that you feel is socially unjust and/or inequitable. See the assignment sheet for more detail. We will talk in great detail about this, and you will be alloted plenty of in-class time to work on this project.

**Comprehensive Unit Plan: 20%**

This is the major assignment for this course. Using the templates provided, you will work in pairs to develop a comprehensive unit plan for an ELA course. See the assignment sheet for details. We will also discuss these often in class.

**ePortfolio Shell: 10%**

You will receive a separate handout that explains ePortfolio. The ePortfolio Project will be visiting our class in September to present on Wix websites and principles of effective virtual design. The components of the ePortfolio shell will include an “about me” section; a teaching resume; a statement of teaching philosophy; and an artifact with accompanying reflection. You will continue to work on your ePortfolio in Methods 1 or Internship.

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**The College of Education’s Statement on 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.

**A Note on Fieldwork**

You will begin your school visits in September (tentatively Sept. 20th) for two days per week (W&F) and continue this pattern until the middle of November. During your school visits, you are expected to comport yourself professionally – which means *being* *on time; dressing appropriately; coming prepared to observe and/or participate as a teacher; being in dialogue with your teacher about your role*. In field placement, you will often perform as a teacher. You will be asked to help students individually, grade student work, lead small group discussions or workshops, lead whole-class activities, and otherwise plan and lead instruction for literature, reading, writing, and grammar. Keep in mind that when you are out in the schools, you are representing Auburn University, this department and program, yourself and your classmates. Your professionalism really, really matters.

My intent is to pair or group you for fieldwork. Because of scheduling, some of you may go to your field school at times outside the normal 8-10 block. You will begin your fieldwork by doing more observation than teaching. When you are teaching, you will video record your lessons and share with the class (via One Drive). This way, you can be observed (and receive feedback from) all your colleaguges.

**Magic Number: 35 Field Hours**

To meet the hours required by the State Board, you may have to do additional fieldwork outside our class meeting hours.

Note: Before your first field placement day, you need to present the school office with your emergency contact information. I will pass out EC sheets in class. You also need to wear an Auburn name tag, which you can obtain for $1.00 in the LRC.

**A Note on Shared Teaching Resources**

Although all educators are glad to share their teaching materials, for the purposes of academic integrity it is essential that you cite all uses and incorporation of materials that you obtain from others and turn in as class assignments or utilize in your own teaching. Acknowledgement is key in maintaining academic honesty.

**Recommendation**

Widen your circle of influence. Become a member of The National Council of Teachers of English (NCTE), the Alabama Council of Teachers of English (ACTE), the Literacy Research Association (LRA), or the International Literacy Association (ILA). Visit their webpages and view their resources. Like the facebook pages of these and related groups devoted to the teaching of English. Visit readwritethink.org or <http://www.nwp.org/> (National Writing Project) to find teaching resources.