**CTSE 4160: Teaching Language Arts II Course Syllabus\***

**Auburn University**

**Credit Hours**: 4

**Pre-requisites**: Admission to Teacher Ed

**Co-requisites**: None

**Term**: Fall 2018

**Classroom**: 2461 Haley Center

**Day/Time**: M/W/F 8:00 am-9:50 am

**Instructor**: Ryan Schey

**Office**: 5054 Haley Center

**Mailbox**: 5023 Haley Center

**Email**: ryanschey@auburn.edu

**Office Hours**: Happily by appointment (Skype/phone meetings are also an option)

**Course Texts and Materials**

Required: Smagorinsky, P. (2008). *Teaching English By Design: How to Create and Carry Out Instructional Units*. Heinemann: Portsmouth, NH.

Required: journal with unlined pages dedicated to the course (I recommend an inexpensive sketchbook)

Required: online course readings printed out in hard copy form and organized. Because digital resources can become inaccessible without warning, please be sure to download all documents early so that you will be able to access and print them.

**Guiding Course Questions**

1. What is teaching? What is English language arts? How do students learn?
2. How can ELA teachers design and implement learning opportunities for students? How can they do so in ways that are effective and just?
3. What are some pedagogical methods that ELA teachers can use as they design and implement learning opportunities? What are the affordances and constraints of these methods? How and why do ELA teachers make these decisions?

**Course Description**

*From the university course bulletin: Teaching the receptive English language arts; reading, listening, and viewing; in middle and high school classrooms.*

Adolescents come to schools both with a tremendous amount of literacy resources and a need for continuing support so that they can sustain, extend, and bridge their reading and writing capabilities in content areas along with their everyday lives. Indeed, as people move within and across various contexts and communities across their lifespans, it is an ongoing endeavor to learn how to participate in these contexts and communities in ways that are valued by the group yet remain personally meaningful and affirming.

This course engages students who will be teaching in middle and secondary English language arts classrooms so that they can acquire knowledge, perspectives, and skills in order to collaborate with adolescents in order to sustain and strengthen their literacy practices – focusing on the wide array of arts in the English language such as reading, writing, viewing, composing, listening, and speaking – in various contexts, focusing particularly on the academic context of English language arts classrooms.

The overarching goal is for students to gain greater knowledge and competency in various approaches to designing and implementing learning opportunities for adolescents – in other words, methods for helping students learn. This includes curricular methods (i.e., the *what* or content of teaching the discipline of English language arts) and pedagogical methods (i.e., the *how* of teaching this content). This semester, we will be focusing on a core set of methods, learning about the broader educational and learning theories that inform these approaches and gaining familiarity with concrete examples of implementations of these approaches in English language arts classrooms. These include but are not limited to:

* Various approaches to designing learning opportunities, including: backward planning and instructional design: a “gradual release of responsibility” approach; unit design; and daily lesson planning approaches
* Culturally relevant and sustaining pedagogy
* Gateway activities (focusing on writing and composing)
* Inquiry dialogue (focusing on literature)
* Critical literacy (focusing on non-fiction)
* Drama-based pedagogies (focusing on complex texts of any genre)
* Discussion and writing strategies
* Assessment and feedback techniques

Throughout the semester, students will engage with an ongoing process of praxis; in other words, they’ll repeatedly experience cycles of reflecting, acting, reflecting on their actions, acting again, and so forth. Sometimes people refer to this reflection as theorizing and action as practice. Through this back-and-forth process, students will develop knowledge and competencies that can support their ongoing growth as they move into student teaching (clinical residency) and their first years of classroom teaching.

Students will participate in a blending of traditional onsite university coursework and a field experience in a secondary English language arts classroom. This opportunity helps students

**Student Learning Outcomes**

Upon completion of this course, students will be able to demonstrate their ability with the following NCTE/NCATE Standards for the Initial Preparation of Teachers Secondary English Language Arts:

***Content Pedagogy: Planning Literature and Reading Instruction in ELA***

1. **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.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

***Content Pedagogy: Planning Composition Instruction in ELA***

1. **Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) 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 composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

***Learners and Learning: Implementing English Language Arts Instruction***

1. **Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to**

**diverse students’ context-based needs.**

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

***Professional Knowledge and Skills***

1. **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 English Language Arts.**

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction 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 in ELA.

**Field Experience**

You will begin your school visits in September (tentatively Sept. 12th, see the course schedule document). During September, October, and November, we will alternate weeks (for the most part). One week we’ll devote time to learning together at the university in our Haley Center classroom. The next week we’ll devote time to learning through field experience in a secondary English language arts classroom.

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 will most likely go to your field school at times outside the normal 8-10 block. You will begin your fieldwork by doing more observation than teaching. We’ll spend some time talking about how to most effectively observe, and you’ll have some specific assignments throughout the semester to help focus your observations to be more meaningful and productive.

You have several assignments that require you to teach (i.e., the writing lesson, the reading lesson, the performance assessment). You will be video recording your lessons, sharing parts of your recordings with the entire class, watching your colleagues’ videos, and giving and receiving feedback on these videos. This way you can be observed (and receive feedback from) all your colleagues. We’ll use a platform called GoReact for this purpose and will have time in class to discuss the logistics.

Magic Number: 35 Field Hours

To meet the hours requirement, you may have to do additional fieldwork outside our class meeting hours. You will record your hours on a timesheet that will need to be signed by you and your mentor teacher.

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

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.

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 or have an emergency, 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.

**Course Policies**

**Technology**: One quality of an effective learning community is that members of that community are present, not only with respect to their physical bodies but also their attention, intellect, and emotions. To help contribute to a productive atmosphere, especially one conducive to focused discussion, this will be a **computer-free** and **phone-free classroom**. This is part of the rationale for printing all readings and taking hand-written notes (the other part is that it promotes active reading and more in-depth learning). If there is an instance where we need to use technology, I will be very explicit about this.

**Grade**: Your grade for the course will be determined through your completion of the course assignments, your participation, and your attendance. Any adjustments or questions about assignments must be communicated before the due date. You can work on assignments at any point in the semester since all requirements are included on the syllabus.

**Commitment to Success**: My overall goal is for everyone to complete this class with a broader and deeper understanding of language and literacy. Please don’t hesitate to contact me or to make an appointment if you have any questions or concerns regarding any aspect of the class. I want you to be successful, and I want to help you along your path to teaching, especially by helping you to be a high quality, well prepared, knowledgeable, and professional educator.

**Incompletes**: Incompletes are not given except in the case of a documented emergency such as a medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Attendance in the University Classroom:** Attendance is mandatory and will be taken at the start of each session. Please be present at every class meeting. We cover important information from the moment that class begins until the minute that it ends. If you come late, leave early, or are absent for the entire period, you will miss out on essential course material.  There is simply no substitute for being here. Per university guidelines, I follow the excused absences as defined by the university’s student policy ehandbook (<http://www.auburn.edu/student_info/student_policies/>). If you encounter a serious family or personal emergency that interferes with your ability to attend class, please contact Student Counseling and Psychological Services, which is located on the second floor in suite 2086 of the Auburn University Medical Clinic at 400 Lem Morrison Dr, Auburn, AL 36849. Phone: (334) 844-4123. Online: [http://wp.auburn.edu/scs/#](http://wp.auburn.edu/scs/) Staff members in this office can assist you in a number of ways, including setting up appointments with a counselor, contacting your professors, and/or providing you with advice regarding whether you should carry on with your classes.

Excused absences, as defined by the university, will not negatively impact your score. However, 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, so, too, you must notify me as soon as possible for an emergency absence. Send me an email.

The following structure will be used to determine the impact of an unexcused absence (of all or part of a class session):

|  |  |  |
| --- | --- | --- |
| **Number of absences** | **Penalty** | **Steps to Take and Makeup Work** |
| 1 | None | Email me before or directly after the class to inform me of the absence. Communicate with classmates to get any information that you missed. |
| 2 | 3 point  deduction (i.e., 5% of your final grade) | Email me before or directly after the class missed and request makeup work. Work must be done within one week of the missed session in order to earn 5 points (i.e., 5% of your final grade) back. It must be submitted to the online “make up work” dropbox on Canvas. Communicate with classmates to get any information that you missed. |
| 3 | 3 point deduction | Automatic 5 point deduction. No opportunity to earn points back. Communicate with classmates to get any information that you missed. |
| 4 | 3 point deduction | Automatic 5 point deduction. No opportunity to earn points back. Communicate with classmates to get any information that you missed. |
| 5 | 3 point deduction | Automatic 5 point deduction. No opportunity to earn points back. Communicate with classmates to get any information that you missed. |
| 6+ | Cannot pass course | Missing six or more class sessions results in an “E” in the course. You will not receive credit for the course. |
| Notes:  Points deducted from total grade.  After 6th absence, student cannot pass course.  After three instance of tardiness (whether coming in late or leaving class early) equals one absence. If you come after I take attendance, you will be considered tardy. If you leave before I dismiss class, you will be considered tardy. | | |

**Accessibility Accommodations for Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including chronic or temporary mental health or medical conditions), please let me know via email immediately so that we can privately discuss options. If you would like to request academic accommodations, please contact the Office of Accessibility at (334) 844-2096 or [accessibility@auburn.edu](mailto:accessibility@auburn.edu) to register for services and/or to coordinate any accommodations you might need in this course and others at Auburn University. If you already have a relationship with the office, make sure to submit your accommodations electronically. After registering with the Office of Accessibility, please talk to me as soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.

Office of Accessibility

1228 Haley Center

Go to <https://cws.auburn.edu/accessibility> for more information

**Other Useful Campus Resources**

The Office of Academic Support offers several programs to help you be successful in your coursework, including general academic coaching and one-on-one tutoring through study partners. You can easily schedule appointments in person or online. All services are free.

<http://academicsupport.auburn.edu/>

[Academic Coaching](http://academicsupport.auburn.edu/academic-support-home/academic-coaching/) Appointment & Check-in Desk: [academic\_support@auburn.edu](mailto:academic_support@auburn.edu)

[Study Partners](http://academicsupport.auburn.edu/academic-support-home/study-partners-home/) Appointment & Check-in Desk: [partner@auburn.edu](mailto:partner@auburn.edu)

The Miller Writing Center offers free, one-on-one consultation for all writers at Auburn University. Their highly trained staff of undergraduate and graduate peer tutors will help students with any kind of writing, whether for class or otherwise, at any stage in the writing process.

Their goal is to help students become better writers. Students can bring in any kind of assignment, including (but not limited to) lab reports, essays, research papers, PowerPoints, dissertations, theses, annotated bibliographies, scientific posters, cover letters, CVs/resumes, personal statements, [ePortfolio](http://wp.auburn.edu/writing/eportfolio-project/)—bring whatever. Students can be just developing your ideas, working on your first draft, putting finishing touches on your final version, or anywhere in-between.

<http://wp.auburn.edu/writing/writing-center/>

The Auburn University Career Center delivers comprehensive services for students to explore majors and careers, network with employers and professionals, prepare for advanced education, and successfully transition from college to career.

<http://career.auburn.edu/>

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://www.auburn.edu/administration/aaeeo/title-ix/>, including information for learning more, talking to someone, and reporting incidents. They offer both confidential and non-confidential resources.

Safe Harbor believes, supports, and assists students and employees of Auburn University who have experienced power-based personal violence, including dating/domestic violence, sexual assault, and stalking/harassment.

24/7 Crisis Phone Number: (334) 844-SAFE(7233)

<http://wp.auburn.edu/healthandwellness/safe-harbor/>

The primary focus of the Cross-Cultural Center for Excellence (CCCE) is to ease the social transition of underrepresented students to Auburn University. The CCCE provides programming and activities for student engagement, facilitating cross-cultural learning experiences where all students can engage in dialogue, develop leadership skills, and build collaborative relationships that will help them be effective in an increasingly global society. Though the focus of the CCCE is to support and celebrate specific affinity groups, including African American/Black, Asian American, American Indian/Indigenous, Hispanic/Latinx, International, LGBTQ+, and faith communities, all are welcome to participate in CCCE events, programs, and services.

<http://diversity.auburn.edu/cross-cultural-center-for-excellence/>

Located in 217 Foy Hall, the Auburn Veterans Resource Center (AUVRC) helps students make the transition from military life to civilian life. Whether someone is a new student who has completed their service, a student who interrupted their education to serve, or a student who began their studies elsewhere and are transferring here, the AUVRC will help guide students to the resources they need to make the most of their AU experience

<http://veterans.auburn.edu/>

Student Counseling and Psychological Services (334-844-5123) offers students support with mental health with services ranging from individual therapy sessions, group therapy sessions, workshops, drop-in groups, and psychiatric services. Services are free and confidential.

[http://wp.auburn.edu/scs/#](http://wp.auburn.edu/scs/)

Through Substance Use Services, Health Promotion and Wellness Services provides a wide array of evidence-based programs to address substance use issues. Through their programs, students are able to explore how their substance use may be impacting other areas of their life in a non-judgmental and safe environment. Furthermore, students are able to learn skills to reduce their risk for substance related consequences. There is also the Auburn Recovery Community helping to build peer support.

<http://wp.auburn.edu/healthandwellness/alcohol-drugs/>

<http://wp.auburn.edu/healthandwellness/recovery/>

Health Promotion and Wellness Services offers a number of other educational and supportive services. These include: the Be Well Hut, which is a peer education organization that informs students every week about a different health topics; Tobacco Cessation information, for anyone thinking about quitting, in the process of quitting, or anyone looking for general information about smoking and its harmful effects; and Project Protect, which provides information about safe sex and provides free condoms in the HPWS office.

<http://wp.auburn.edu/healthandwellness/other-services/>

**Course Assignments**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **Due Dates** |
| Twitter Participation | 5 | Ongoing throughout semester |
| Reading Journal | 10 | Ongoing throughout semester |
| Observational Notes | 10 | Ongoing throughout semester |
| Reflective Letters | 10 | Letter 1: Sept 10  Letter 2: Nov 12 |
| Writing Lesson Plan | 10 | Sample student writings: Oct 8  Analysis of student writings: Oct 17  Lesson Plan: Oct 26 |
| Reading Lesson Plan | 10 | Lesson Plan: Nov 14 |
| Performance Assessment | 30 | Planning Task: Nov 9  Instructional Task: Nov 26  Reflection Task: Dec 3 |
| Co-Planned Instructional Unit | 15 | Dec 12 |
| **Total** | **100** |  |

**Late Assignments**:All assignments must be turned in on the due date and by the time indicated in the assignment descriptions below. Assignments turned in late will have one point deducted from each calendar day (not class day) after the due date and time. Flexibility is possible but only when advance arrangements are made, and only when there is a reason defined by the university through its policy on class attendance in the student policy ehandbook (<http://www.auburn.edu/student_info/student_policies/>).

**Turning in Assignments**: All work that is turned in for assessment should be typed and should employ 1-inch margins on all sides. Please use a 12-point, legible typeface with double spacing. If an assignment is due in class, you must submit a printed out, hard copy of the assignment on the due date at the beginning of class. Otherwise it is considered late. Online assignments must be submitted to the correct location by the specified time. When submitting electronic copies, be sure to format your file so that it can be opened in MS Word and that **the file is titled with your name and assignment name**. When you are asked to cite sources, please use APA format.

**Grading Scale**:The following percentage scale will apply for your end-of-course grade:

93 – 100% = A 84 – 86.9% = B 74 – 76.9% = C 64 – 66.9% = D

90 – 92.9% = A- 80 – 83.9% = B- 70 – 73.9% = C- 60 – 63.9% = D-

87 – 89.9% = B+ 77 – 79.9% = C+ 67 – 69.9% = D+ 0 – 59.9% = E

**Academic Honesty**: Scholastic honesty is expected and required. All work submitted for this course must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university policies, will be reported to the Office of the Provost. See the student policy ehandbook <http://www.auburn.edu/student_info/student_policies/>

**Twitter Participation (5 points) due throughout the semester**

The purpose of using twitter this semester is to share resources, promote dialogue, provide encouragement, and stay connected to each other, to other members of our #auburnela family, and to inspiring and established voices in the field of ELA. Consider Twitter a virtual space for gathering support, solving problems, and finding inspiration—for engaging in a meaningful Professional Learning Network. Be aware that your Twitter audience is public and professional, so please consider confidentiality and professional ethics when using this platform. When you tweet for professional purposes related to internship, use **#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: 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 work.
2. Participate in two live #auelachat sessions
   1. 3 sessions will be offered:
      1. Sunday Sept. 16: 7:00-8:00 pm
      2. Monday Oct. 22: 7:00-8:00 pm
      3. Thursday Nov. 29: 7:00-8:00 pm
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. 28. 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 into our discussions. We will collaboratively compose a list.

**Reading Journal (10 points) due each class session throughout the semester**

Reminder: You need to purchase a journal with unlined pages dedicated to this course (I recommend an inexpensive sketchbook)

Reminder: You will need to have your online course readings printed out in hard copy form and organized (such as in a three-ring binder)

This semester, you will be keeping an individual reading journal, cataloguing your responses to our readings and your emerging thinking about teaching English language arts. The goal of this assignment is to promote active reading, encouraging you to reflect on and critically respond to readings in preparation for our work together as a group when we meet in person. I encourage you to annotate your readings with highlighters, pens/pencils, and so forth.

For each class session, you will create a hand-written (NOT digital) entry in your journal that includes the following:

* Label the entry with the date and reading titles (this will help you make sense of your journal later)
* Write a BRIEF 3-5 sentence summary of the reading(s).
* Write 2-3 questions that you have after finishing the reading. These should NOT be questions that ask people to recall specific factual information from the reading. Instead, they should be discussion questions that reflect, extend, interrogate, question, etc. the text. These should be questions you would like to discuss in class with the entire group. If you experience a tension or uncertainty in response to a reading, these make wonderful questions! The questions should reflect the specific content and ideas of the reading rather than being so generic that they could apply to any reading on the syllabus.
* Write a BRIEF reflection: what does the reading mean for you as a teacher? For instance, how does it inform your philosophy of English language arts instruction? How you approach designing literacy learning experiences? How you think about writing instruction? Reading instruction? Literature instruction? Non-fiction instruction? Language instruction? How does this reading connect with broader questions of literacy, language, and society?
  + Note: your reflection does NOT always need to be in traditional prose paragraphs. You might create some sort of visual diagram or graphic organizer. You might include images, incorporated from another source or created on your own.

Plan to bring your journal to EVERY class session.

You might periodically be requested to take digital pictures of your reading journal and submit them online.

**Observational Notes (10 points) due throughout the semester**

Reminder: You need to purchase a journal with unlined pages dedicated to this course (I recommend an inexpensive sketchbook)

In addition to documenting your thoughts in response to our course readings, you will engaged in focused, purposeful observations as part of your work in your classroom field placement. While undoubtedly it is important for you to be an active participant in the classroom at some times, at others it is just as important to you observe in intentional ways so that you can maximize how you learn from the expect teacher in your classroom field placement. You will not need to observe and take notes during every moment in the classroom. However, you will need to intentionally put aside focused observational time.

Especially important is our effort to take a stance of learning, where we seek to understand the perspectives of the entire group rather than imposing our own interpretations too early. Since you have likely spent many many hours in English language arts classrooms, temporarily suspending your own interpretive filter can be a challenge. To help with this work, we will follow Frank’s (1999) distinction between notetaking and notemaking, creating two columns in our journal. Make sure to label each entry with descriptive information (date, time, classroom, teacher).

Different iterations of your observational notes will have different emphases. We will discuss these more in class. Here is a brief outline:

|  |  |  |
| --- | --- | --- |
| **Observation Opportunities:** | **Notes Due In Class:** | **Topic** |
| Sept 17-21 | Sept 24 | Lesson Openings and Closings |
| Oct 1-4 | Oct 8 | Writing Instruction |
| Oct 15-19 | Oct 22 | Reading Instruction |
| Oct 29-Nov 2 | Nov 5 | Discussion/Talk |
| Nov 16 | Nov 26 | Feedback and Assessment |

Plan to bring your journal with your observational notes to EVERY class session.

You might periodically be requested to take digital pictures of your observational notes and submit them online.

**Reflective Letters (10 points) due September 10 and November 12**

The purpose of these letters is to provide an opportunity for you to reflect on and synthesize your thinking about teaching and English language arts. Ideally, your writing will showcase thoughts, ideas, commitments, questions, and tensions that feel important, even central, to your work as a teacher. As such, there isn’t a single right or wrong way to do this. Here are some general guidelines:

* Write a letter that’s at least 600 words long.
* Include ideas and examples from pieces we’ve read in class and your field placement.
* Submit the letter to me.
* Exchange letters with at least one other classmate who is NOT in your same field placement classroom. Write them a short response in reply. Please do this via email and CC me on it.

While there’s no single question (or list of questions) you have to answer, here are some possible ideas to get you started:

* What concepts, philosophies, beliefs, values, perspectives, or commitments feel important to your understanding of teaching ELA?
* Who are you becoming as an ELA teacher? What kind of teacher do you want to become?
* What lingering, even nagging, questions do you have? How will you develop satisfactory answers? What tensions are you experiencing? What do these reveal to you?
* What important shifts or changes in your perspectives or beliefs have you been experiencing? Why? With what consequences?

Each letter is worth 5 points.

**Writing Lesson Plan (10 points) due October 8, 17, and 26**

Designing and implementing writing instruction is an important component of teaching English language arts. The goal of this assignment is to help you gain experience and expertise in this area. You will be gathering samples of students’ writing, analyzing these samples, designing writing instruction based on your analysis, and then implementing your lesson.

First, you must gather a writing sample from each student in the classroom where you design and implement a writing lesson. You will read and review these samples, analyzing them for their strengths and weaknesses as well determining the instructional implications of your analysis (i.e., what areas do students need instruction? What type? Etc.). We will discuss ways to analyze student writing in class together. Importantly, you will discuss your analysis with your cooperating teacher so that together you can select a focus for your writing instruction lesson plan. You will write up this analysis, focusing on the patterns and trends you identified across all of the writing samples (e.g., what do students know? What can they do? What are they still learning to do?). You will need to cite specific evidence from student writing. Furthermore, you will need to discuss more broadly what you know about your students’ personal, cultural, and community assets that is relevant to what you know about students’ knowledges and practices and the focus you select for your writing lesson. Your write up should be 800-1,200 words in length. It is worth 3 of the 10 points. (Please note that this write up is quite similar to section 2 of the edTPA planning commentary.)

Second, you will then design a writing lesson to help students grow and improve as writers. You can use any approach that makes sense based on your analysis, discussion with your cooperating teacher, and the classroom context. For instance, you might use whole-class modeling/instruction, small group conferencing, one-on-one conferencing, writing workshop, or some combination or other approach. The genre of the writing (e.g., argumentative, narrative, expository) and topic should be decided with your collaborating teacher. It does not have to be a stand alone individual lesson (although it can) but can be one lesson or part of a lesson in an ongoing sequence of writing lessons in the classroom. Furthermore, it can be at any point in the writing process. For instance, you might lead a lesson on revising thesis statements. While the focus of the lesson will be on writing, you can have connections to reading and literature since reading and writing are interrelated and reciprocal processes.

You will upload your lesson plan two days before you teach. You must use the lesson plan template provided. Include all lesson materials (such as handouts) when you submit your lesson plan. It is worth 7 of the 10 points.

Finally, you will implement your lesson. I encourage you to film it so that you can potentially use it for your performance assessment assignment.

*Note*: The edTPA will require you to enact a learning segment that provides opportunities for student to create a written product, interpreting or responding to complex features of a text that are just beyond your students’ current skill levels. You are not required to do this for your reading lesson, but I thought it would be useful to be aware of this prompt.

**Reading Lesson Plan (10 points) due November 14**

In addition to designing and implementing a lesson focused on writing, you will also do so with reading. Similar to the writing lesson, the topic, genre, and other logistical details for your lesson should be discussed and decided with your cooperating teacher. It can be about literature (any genre such as a novel, short story, poem, or play) or non-fiction (again, any genre). Again, you can use any format or approach. Again, it can be a stand-alone lesson or integrated within a larger series of lessons. While it can involve writing, the focus should be on reading.

You will upload your lesson plan two days before you teach. You must use the lesson plan template provided. Include all lesson materials (such as handouts) when you submit your lesson plan.

Finally, you will need to implement your lesson. I encourage you to film it so that you can potentially use it for your performance assessment assignment.

*Note*: The edTPA will require you to enact a learning segment that provides opportunities for student to use textual references to construct meaning from, interpret, or respond to complex text. You are not required to do this for your reading lesson, but I thought it would be useful to be aware of this prompt.

**Performance Assessment (30 points) due November 9, November 26, and December 3**

Since the teacher performance assessment is an important part of completing your licensure program, we will spend time quite explicitly engaging with the types of thinking and writing required by this assessment. Primarily, we will seek to understand the ways in which the intellectual work we have participated in all semester transfers into this particular standardized genre of writing.

For CTSE 4160, you will be completing a performance assessment engage in writing about your planning, enacting this instructional plan, and reflect on your teaching. You can use any lesson that you teach and video record from the entire semester. However, I strongly recommend that you use either the writing or reading lesson you previously designed and implemented.

Planning Task

In addition to completing the formal lesson plan template, you must also describe the context for learning and write a commentary on your planning. The context for learning requires you to gather general information about the school, classroom, and students. These will come directly from the edTPA handbook in order for you to gain familiarity and comfort with these tools. Make sure to use both the prompts and rubrics as you complete your planning and writing.

Instructional Task

In addition to enacting your instructional plan, you will need to video record your lesson. You will then select one or two clips of your teaching. Together, the clips should be approximately 5-7 minutes in length, with neither being shorter than 2 minutes. If you choose one clip, it should be approximately 5-7 minutes in length. We will be using a tool called GoReact for recording, sharing, and discussing our teaching recordings. We will discuss GoReact in greater detail in class. In addition, you will write an instructional commentary. Again, the instructional commentary writing will come directly from the edTPA handbook. However, you will only complete sections 1-4 of the instructional commentary. Make sure to use both the rubrics as you complete your planning and writing.

Reflection Task

In order to receive more feedback on your teaching and to practice giving feedback to other people, you will watch the teaching clips of two other students and provide them with written feedback. We will discuss the logistics for how to do so in class, using the GoReact platform. After reviewing your own teaching and the feedback you received from you classmates, you will write a 500-700 word reflection about your lesson, explaining the most important elements of your lesson enactment (not your lesson plan) that you would keep the same and modify if you were teaching the same lesson again in the future. You should model this off of section 5 of the edTPA instructional commentary, considering the prompt and rubrics as you write.

**Co-Planned Instructional Unit (15 points) due December 12 (during final exam period)**

Your final project for the semester expands the scope of your instructional planning beyond a single lesson to a unit. Your unit will be co-planned with the other CTSE 4160 student in your field placement classroom, and it should be an instructional unit designed for possible (not actual) implementation in that classroom. Your unit plan should cover 5-7 instructional days and must use the unit plan template provided. While you will need to describe each day’s activities in your unit, you will not need to provide the same daily level of detail as you did in your lesson planning.

The final exam component of this project is a 10-minute presentation to classmates highlighting the aspects of your instructional unit that you believe will be most helpful for their future teaching.

*\*Subject to change by instructor*