**CTSE 5010: Language Study for Teachers Course Syllabus\***

**Auburn University**

**Credit Hours**: 3

**Pre-requisites**: Junior Standing

**Co-requisites**: None

**Term**: Fall 2018

**Classroom**: 2461 Haley Center

**Day/Time**: Tues/Thurs 11:00 am-12:15 pm

**Instructor**: Ryan Schey

**Office**: 5054 Haley Center

**Mailbox**: 5023 Haley Center

**Email**: ryanschey@auburn.edu

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

**Course Texts and Materials**

Required: Weaver, C. (2008). *Grammar to enrich and enhance writing*. 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.

Recommended: Noden, H. R. (2011). *Image grammar: Teaching grammar as part of the writing process*. Heinemann: Portsmouth, NH. [SECOND EDITION]

**Guiding Course Questions**

1. What is language? How and why does language use vary?
2. What beliefs do people hold about language? How do language beliefs impact people’s use and learning of language? How do language beliefs impact people’s access to educational attainment and wellbeing?
3. What is literacy? How are language and literacy interrelated?
4. How do people learn language and literacy? What are the most effective ways to teach language and literacy?

**Course Description (from the college)**

The focus of this course is the syntactic and semantic concepts of the English language with the ELA classroom as a frame of reference. We will compare and contrast grammatical concepts and attitudes about usage as presented in traditional school grammar books with concepts and attitudes derived from 20th century linguistics. One purpose of such comparison is to help pre-service teachers bridge the gap between entrenched ideas about language and ideas derived from a scientific study of language. The course is designed as an active learning course. As such, it is imperative that students are prepared to collaborate in the construction of knowledge.

**Student Learning Outcomes (from the college)**

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of language including history and grammatical systems, acquisition and development; standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America. **ELA (1)(a)1**

2. Review the classification system of traditional Latinate (school) grammar, become familiar with concepts from linguistics, particularly those from structuralist and transformational-generative grammars, and analyze English sentence structure using the analytic tools derived from these various grammatical systems. **ELA(1)(a)1**

3. Become familiar with changes English has undergone, particularly in its structure and word stock, and with the effects of such change on communication in modern and contemporary English. **ELA(1)(a)1**

4. Become familiar with how native speakers acquire grammatical competence, with the role error plays in acquisition, and with how prose written by children and adolescents (or those inexperienced with writing at any educational level) differs grammatically (i.e., structurally) from that written by adults who are accomplished in writing**. ELA(1)(a)1; PS(2)(a)1(iv)**

5. Explore issues concerning usage (e.g., standardization versus diversity), and become familiar with various perspectives on usage in English and their historical influences (e.g., 18th century prescriptive traditions in contrast to 20th century descriptive linguistic practices; a two-valued orientation versus a multi-valued orientation), and develop an informed position concerning usage, subject to change as new information becomes available. **ELA(1)(a)1; PS(2)(f)1(I)**

6. Become familiar with dialectical variations (e.g., regional, cultural, ethnic, and gender variations in English), and develop an informed position concerning dialects of English, subject to change as new information becomes available. **ELA(1)(a)1; PS(2)(f)1(ii)**

7. Become familiar with the nature of language as a symbol system, including how symbols, linguistic and nonlinguistic, acquire meaning and how readers, viewers, and listeners are affected by and make meaning from symbols used in context. **ELA(1)(a)6**

8. Distinguish between informative and affective uses of language, and become familiar with how language can be used to obscure meaning (e.g., doublespeak) or alienate people (e.g., jargon) and with how language can be used to resolve conflicts, particularly those that typically arise in middle school and high school classrooms. **ELA(1)(a)6**

9. Explore the impact of communication media upon society. **ELA(1)(a)6**

**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:** 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 | 5 pointdeduction (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 | 5 point deduction | Automatic 5 point deduction. No opportunity to earn points back. Communicate with classmates to get any information that you missed. |
| 4 | 5 point deduction | Automatic 5 point deduction. No opportunity to earn points back. Communicate with classmates to get any information that you missed. |
| 5+ | Cannot pass course | Missing five 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 5th 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 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

[Study Partners](http://academicsupport.auburn.edu/academic-support-home/study-partners-home/) Appointment & Check-in Desk: 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 | 20 | Ongoing throughout semester |
| Philosophy of Language and Literacy Instruction | 10 | Rough draft: 9/11/18Final draft: 9/18/18 |
| Language Inquiry Assignment (2 Parts) | 15 | Slang notebook due: 10/23/18Written reflection: 10/30/18 |
| Group Teaching Demonstration (and Individual Reflection) | 15 | Scheduled for each group |
| Instructional Portfolio | 35 | Rough drafts: Throughout semesterFinal draft: 12/10/18 |
| **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 good reason (e.g., documented illness or emergency).

**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 inspiriation—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 (20 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 language, literacy, and the teaching of language and literacy in classrooms. 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 language instruction? How you approach designing language learning experiences? How you will provide feedback to students? What types of topics you might include in language study? How does this reading connect with broader questions about 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.

**Philosophy of Language and Literacy Instruction (10 points) due on 9/18/18**

You will write a 600-1,000 word statement detailed your philosophy of language and literacy instruction, discussing both oral and written language. In this statement, you must address the following:

* How do you conceptualize language and literacy (specifically writing)?
* How do students, specifically adolescent students, learn language, literacy (specifically writing), and grammar?
* Given this stance on language, literacy, and learning, what methods of teaching language, literacy, and grammar most effective?

As part of your discussion of each of these points, you will need to justify your stance by grounding them in scholarship (such as our course readings or additional individual research), professional organizations’ stances (such as the National Council of Teachers of English, TESOL international, the Literacy Research Association, or the American Association of Applied Linguistics), and Alabama state or national standards (such as the Common Core). In your justification, you need to explicitly reference and cite at least 5 sources.

On 9/11/18, you will bring a printed out, hard copy of your rough draft of the assignment to class.

You will revise your rough draft and submit that version on 9/18/18.

You will continue to revise and finalize your philosophy statement to submit at the end of the semester as part of your instructional portfolio.

**Language Inquiry Assignment (15 points) due on 10/23/18 and 10/30/18**

This assignment will give you experience engaging in collecting and reflecting on linguistic data. The goals are for you to: 1) pay attention to the ways that people use language in everyday life; 2) learn about how languages vary and change; and 3) reflect on how you can incorporate everyday language practices into language instruction in your classroom.

This assignment will have two parts: a slang notebook (10 points) and a written reflection (5 points).

Slang Notebook

Your slang notebook must have 20 entries, which you’ll enter into the SLANG EXCEL SHEET that can be found on Canvas. Each entry will consist of the following components, each in a separate excel column:

1. Entry
2. Number
3. Word
4. Preceding utterance
5. Utterance containing slang word
6. Following utterance
7. Spoken/written
8. Speaker age
9. Speaker race/ethnicity
10. Speaker gender
11. Addressee age
12. Addressee race/ethnicity
13. Addressee gender
14. Spoken or written?
15. Domain (see below for categories)
16. Taboo? (If yes, write category of taboo)
17. Situational Context
18. Meaning

Doman and Taboo Keywords

*Domain*

Term of +evaluation

Term of -evaluation

Body/body parts

Clothing

Confirmation

Drinking

Drugs

Emotional states

Food

Gender: Men/Women

Intensifiers

Kin terms

Money

Object of romantic interest

Objects

Positive/negative evaluation

Race/ethnicity

Sex

Sports

Terms of endearment

Victory

Work

*Taboo*

Curse word

Derogatory

Sex

To turn in your slang notebook:

1. Upload your completed Excel file to dropbox on Canvas, and

2. Turn your Excel table into a Word document (see next page for directions), and bring a hard copy of it to class.

Please DO NOT MODIFY THE EXCEL TEMPLATE EXCEPT TO ADD YOUR OWN DATA! This will help to combine the class data to look at our results in aggregate.

How to convert your Excel sheet to a Word document

Here are some guidelines for converting your excel sheet to a Word document – specifically, a Word table. It’s basically just cutting and pasting, but it does require a bit of playing around to get the text to be readable in the final version. Also, if you want to just print out your excel sheet to hand in, that’s fine, too.

1. Create a new Word document. Set the document to *landscape* (Orientation, under page layout), rather than portrait. You might also want to set the margins all the way around the page to be fairly small to maximize printing space. I’d recommend .5”.
2. Switch to your Excel file. Select all the rows and columns in your spreadsheet. Press Ctrl + C or Edit > Copy to copy the material to your clipboard.
3. Switch over to your blank Word document. Press Ctrl + V or Edit > paste to paste the material from Excel. Now you just need to format the table so everything is readable…
4. Select the entire page by hovering your mouse over one of the corners until you see an icon that looks like four arrows radiating out from a center point. Click on the icon to select the whole table. In the top toolbar, click Table Layout. Click Autofit > Autofit to contents. This ought to respace the columns and rows so that all the text is visible on the page. You can now adjust the column width and row length as desired by clicking directly on the lines in the table and dragging them to the size you want. (You may also want to make your font a little smaller, like 10 point.)
5. Please insert gridlines into your table to visually separate the entries! To do so, select Tables > Borders > All, or go to the very top toolbar and select Table > Table Properties > Borders & Shading > All.

Note on Taboo Language

Some of the assignments and discussions in this class will be structured around material that you and your classmates collect on youth slang. As such, we may be discussing whatever taboo language comes up. This may include vulgar or violent terms for sex, terms that are derogatory towards particular groups, and curses. Our approach in discussing such language will be one of engaged scientific examination. This means that we will discuss such language explicitly, as that is the only way to better understand the role that taboo language plays in the larger linguistic and cultural systems in which it’s embedded. At the same time, we will keep in mind that words carry weight and that use of taboo language can cause real-world harm and damage. Therefore I ask that you endeavor to participate in such conversations with honesty about how you perceive taboo language to be used, while at the same time striving to be sensitive to causing, even deepening, pain or harm to your colleagues in this class.

­­Written Reflection

After our class discussion, compose a 500-700 word reflection that explores what you learned about: everyday language use; how languages vary and change according to situational context and time (meaning across months, years, and decades); how you can incorporate everyday language practices into language instruction in your classroom.

**Group Teaching Demonstration (15 points) due dates vary based on group; reflections are due on Canvas one week after your teaching presentation**

You will work in a group of 2-3 total students to prepare and present a 20-25 minute mini-lesson enacting language instruction. You will need to choose a particular imaginary classroom context for your teaching demonstration. Your mini-lesson should focus on one language and literacy skill, embedded in a meaningful communicative activity. Your teaching demonstration should have a clear opening, middle, and closing. It should follow the “gradual release of responsibility” model and include a “think aloud” were you explicitly model the language and literacy skill that students will subsequently practice and apply. You should also provide some sort of response or feedback to students based on their applications. After your lesson, we will debrief to share our responses to your instructional approach and give feedback for improvement.

Importantly, you are NOT describing how teachers could teach a language study mini-lesson. In other words, during your teaching demonstration you are NOT speaking to the class as an audience of pre-service teachers in a university course. Instead, you have to teach the class “as if” they are an audience of your future students. For example, you are teaching as if everyone in class is a group of 8th grade English language arts students (if your lesson is designed for 8th grade ELA). (Please note that this does not mean that the 5010 students will act as if they are 8th graders, but you should design your teaching demonstration as if they are 8th graders and present the teaching demonstration as if you were in an 8th grade classroom.)

Come prepared with all handouts, materials, etc. ahead of time. If you need access to a copy machine, please make arrangements with me ahead of time.

10 points will be given for the group performance (you do not need to submit a formal lesson plan – but this does not mean you shouldn’t thoroughly and intentionally plan and rehearse) and 5 points for the individual performance. You will complete the group work reflection sheet (on Canvas) within one week from completing your teaching demonstration. Download the template document, complete it in Word, and then re-upload your completed version to the Canvas dropbox.

If you would like, you have the option of using your group teaching demonstration as the basis for your collaborative “learning experience plan #2” for your final portfolio, such that you would refine and revise it based on your teaching demonstration. If you would like to do so, make sure you reference that assignment so that you are meeting all requirements.

**Instructional Portfolio (35 points) due on 12/10/18**

As part of your degree program, you will create an ePortfolio displaying your instructional materials. In this course, you will create a component of that ePortfolio that focuses on language study and language and literacy instruction.

The final project for this course will be an instructional portfolio. It will include the following:

* 3 learning experience plans (and accompanying instructional materials) for language and literacy learning. You must create 2 of these individually. For the other, you will work with at least 1 other person to collaboratively design it. For each of these learning experience plans, please use the provided template. Since a key dimension of effective language structure relies on meaningful communicative activities, you will need to describe the broader instructional unit of study in which your single lesson is embedded.
* Revised philosophy of language instruction (see above instructions for details).
* A list of 5 texts that you would recommend for teachers to use while developing their own language instruction lessons. Each text should have a 75-100 word annotation explaining why the text is useful. No more than 3 texts can be required course readings.
* A 500-700 word description of your plan for responding to and assessing language in student written compositions.
* A 600-1,000 word rational justifying, with cited research, the choices you made in your portfolio.

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

*\*Subject to change by instructor*