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

**Auburn University**

**Credit Hours**: 4

**Pre-requisites**: CTSE 4150, TE Admission

**Co-requisites**: None

**Term**: Fall 2020

**Classroom**: Virtual (Zoom)

**Day/Time**: M/W 8:00 am-10:50 am

**Instructor**: Ryan Schey

**Office**: 5054 Haley Center

**Mailbox**: 5023 Haley Center

**Email**: ryanschey@auburn.edu

**Office Hours**: By appointment (Zoom)

**Course Texts and Materials**

The following texts are required for the course:

Beers, K. & Probst, R. E. (2013). *Notice and Note: Strategies for Close Reading*. Heinemann: Portsmouth, NH.

Berger, R., Strasser, D., & Woodfin, L. (2015). *Management in the Active Classroom*. EL Education: New York. SECOND EDITION

Christensen, L. (2017). *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. Rethinking Schools: Milwaukee. SECOND EDITION

Note: Make sure to get the second edition with the purple cover. Available directly from the publisher here: <https://rethinkingschools.org/books/reading-writing-and-rising-up-2nd-edition/>

Love, B. L. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press: Boston, MA.

Reynolds, J. & Kendi, I. X. (2020). *Stamped: Racism, Antiracism, and You*. Blackstone: New York.

Smith, M. W. & Wilhelm, J. D. (2010). *Fresh Takes on Teaching Literary Elements: How to Teach What Really Matters About Character, Setting, Point of View, and Theme*. Scholastic: New York.

**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 and language resources and a need for continuing support so that they can sustain, extend, and bridge their reading and writing capabilities across content areas and also 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. These opportunities are fundamentally shaped by people’s individual biographies and personalities as well as their identities, such as their race, gender, sexuality, socioeconomic status, religion or faith, nationality, dis/ability status, and language(s)

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 and language 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 that are based in sociocultural perspectives on learning, including: backward planning and instructional design: a unit design; and daily lesson planning approaches
* Building classroom community and establishing routines and norms
* Critical pedagogy and abolitionist teaching
* Gradual release of responsibility (aka modeling; student engagement model)
* Designing learning opportunities for reading literary and nonfiction texts
* Designing learning opportunities for writing and composing, including considerations of language
* 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.

**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**

At the current moment, I do not have confirmation that any CTSE 4160 student will have a clinical experience field placement in a local school. As a result, I have designed a virtual field experience portion of our course, drawing on video resources that combine examples of classroom instruction, educator commentary on that instruction, and additional professional development resources. We will primarily be using the Teaching Channel Plus, and your subscription has been purchased by the Department of Curriculum and Teaching.

In the event that there will be clinical experiences in local schools, I will provide an addendum to this information, and that addendum will become part of the official syllabus for the course.

**Course Policies**

**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 “F.”

**Communication**: At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor 48 hours to get back to them on any communication. The instructor reserves the right to alter these parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

Your Auburn University email address is the university-approved form of communication between instructors and students. Follow the steps [in the video linked here](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check.

**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 session, you will miss out on essential course material. See further details on the expectations in Zoom below.

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, you must contact me via email and provide documentation of the absence (such as a doctor’s note) in order for it to be considered an “excused” absence. 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. For support beyond the classroom, 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.

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 | 5 point deduction (i.e., 5% of your final grade) unless a make-up assignment is completed | 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. |
| 2 | 5 point deduction unless a make-up assignment is completed | 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+ | 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 4th 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. |

**COVID Related Policies**

The University has provided the following COVID-related guidance for our course. These statements are subject to change as additional guidelines and policies are released by the country, state, city, or University.These requirements apply to your work in local schools as part of the course, if those clinical experience placements do occur face-to-face.

Statement on COVID-19 physical distancing

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

Face covering policy

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Possibility of going remote

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

Assignments / schedule subject to change due to pandemic

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

In the event a student in class tests positive

Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

In the event that I test positive or am required to quarantine

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, I will attempt to identify a backup instructor and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

Zoom policies

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

Attendance

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. If you need access to class session materials, please contact me.

**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** |
| Discussion Board Posts & Replies | 10 | Throughout semester |
| Flipgrid Posts & Replies | 10 | Throughout semester |
| Virtual Field Experiences | 10 | Throughout semester |
| Classroom Community Approach | 10 | Sept 9 |
| Signpost Lesson Plan | 12 | Sept 18 |
| Unlearning Myths Lesson Plan | 12 | Oct 2 |
| Literary Analysis Lesson Plan | 12 | Oct 30 |
| Visions of Possibility Lesson Plan | 12 | Nov 13 |
| Performance Assessment | 12 | Dec 2 |
| **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:

90 – 100% = A 89.9 – 80% = B 79.9 – 70% = C

69.9 – 60% = 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/>

**Online Student Learning Expectations**: All students in this course are expected to have all the equipment and software needed to be successful in the course. All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing.

**Discussion Board Posts & Replies (10%) – Due throughout the semester**

Responding to and discussing course texts is the central learning opportunity for our course. To help you be an active reader, engage with texts, and practice important analytic skills, you will be writing a discussion post and several replies on alternating weeks. These written discussion swill help us collectively develop insights and extend our conversations, especially in our virtual environment.

Each week, you will be group with a total of 3-4 students. Group member assignments will be posted weekly. The minimum requirements are as follows:

You are expected to draft an original discussion post no later than Sunday by midnight of a given week. This original post is an opportunity for you to begin to articulate your ideas about the topics covered in the course. At the core of your writing, you might ask yourself: what do these texts have to do with each other and me? You will post a 600+ word response engaging with the readings for that week by analyzing and synthesizing, NOT summarizing, the texts. For each week’s post, you should be engaging with all of the readings, not some, assigned for that week. In doing so, you should identify 1-2 key or unifying concerns presented through the readings. Do NOT discuss each text or chapter as distinct without discussing their interrelations (e.g., do NOT have one paragraph about the first reading, a second paragraph about the second reading, a third paragraph about the third reading, etc.). When discussing texts, you should do so through putting the authors’ perspectives in conversation with one another (and your own ideas) and citing relevant direct quotes from the texts to illustrate or substantiate the issue. You must include at least 2 quotes from the week’s readings. Furthermore, you must explicitly discuss and explain connections between the current week’s reading and a text from a previous week. At the end of your post, include the word count.

You are then expected to reply to EACH of your small group members by Thursday by midnight. Your replies should be 250+ words. This extending post will build (and not merely compliment or state disagreement) upon the original post. In doing so, you should still utilize concrete details and evidence from the readings to support your perspectives, such as by using direct quotes. Some approaches for replies include but aren’t limited to:

1. Comparing and contrasting their insights with your own learning.
2. Offering alternative insights or ideas based on your interpretation of the readings.
3. Suggesting potential ways to make sense of the things that don’t make sense, are frustrating, etc.
4. Engaging substantively with the original person’s post in a way that is productive and generous expected to post a unique, original discussion post.

Some elements to avoid in your posts:

1. Summary for summary’s sake (retelling the ideas of the reading) – Of course, you will need to summarize some ideas to contextualize your comments, but this should be brief.

2. Evaluation of whether or not you liked the reading (“This reading is great because...”) – Instead of merely exploring what you like, critically reflect on the significance of the reading for your perspectives as an educator.

3. Opinion (“I believe/I think/I feel”) – Opinions are arbitrary and individual. Instead, strive to articulate criteria and values related to education that inform your discussion of the readings.

4. Generalizations (“Students won’t be able to understand this idea” or “Everyone from X speaks like Y” or “The novel is too complicated for teens” or “Boys will be boys”) – Instead, articulate under what conditions and for whom an idea is applicable.

Grading Rubric for Original Discussion and Peer Reply Posts:

**A:** A great post: is creative and surprising with ideas that move way beyond the obvious, literal, typical, or expected while still clearly growing out of course materials and topics in ways that address the prompt; is organized and coherent with very few mechanical errors; uses an abundance of direct quotations that are cited, text-based forms of evidence from the texts under consideration--the general (paraphrasing) and the specific (quotations)--to directly support points; substantially discusses a text from a previous week; directly and thoroughly explores ideas with depth, complexity, and nuance; focuses on a central idea (or two related ideas) to synthesize the materials; meets or exceeds word count minimum requirement.

**B:** A good post: reflects good ideas that move beyond the obvious and literal while still clearly growing out of course materials and topics in ways that address the prompt; is an organized, coherent piece of writing with no distracting mechanical errors; uses text based evidence to support points, though perhaps more generally and/or less effectively than an A-rated post; discusses a text from a previous week; directly explores ideas; mostly focuses on a central idea (or two related ideas) to synthesize the materials; meets or exceeds word count minimum requirement.

**C:** An average post: is one in which ideas hardly move beyond the obvious or literal or the writer rehashes, rather than extends, previous discussions from the class; the writer might demonstrate a general misunderstanding or misuse of course concepts, the prompt, and/or the text itself; the post meanders rather than gets right to the argument; the writer satisfies the minimum word count requirement, but overlooks essential points that shouldn't be ignored; the writer only engages with texts on a general summary level rather than with specificity and precision; the writer may or may not discuss a text from a previous week; the post lacks a clear central idea or two interrelated ideas that unify the post and synthesize the readings.

**D**: A below-average post. It is missing a main point or argument, it ignores or does not engage the intended audience, it is fraught with mechanical and grammatical errors, and/or does not indicate much thought, and/or is clearly working in a vacuum with little relation to the assigned texts, course conversations, and previous weeks’ texts. A post that is noticeably (but not considerably) shorter than the assigned length or does not make a clearly discernible point is also a D-level post

**Flipgrid Posts & Replies (10%) – Due throughout the semester**

Flipgrid posts will be the second avenue we’ll use to support our engagement with our course texts and one another. So, the same general approach and expectations apply here.

Each week, you will be group with a total of 3-4 students. Group member assignments will be posted weekly. The minimum requirements are as follows.

You will post an original Flipgrid video no later than Sunday by midnight of a given week. The original video will be 3-5 minutes in length (not more or less). You will post a reply in video format to EACH of your group members no later than by Thursday by midnight. Each reply should be 1-2 minutes in length (not more or less).

You do NOT need to quote the readings in your original posts, but you should still strive to be specific and precise rather than general or vague. You should also strive to make connections across texts from the semester. Otherwise, the same expectations around the content of your videos applies.

Flipgrid and NCTE’s “The Future is Now” Virtual Conference Event

As a part of our Flipgrid discussions in class, we will also be participating in a conversation with English educators – pre-service teachers and faculty members – across the country in an event stemming from the annual convention for the National Council of Teachers of English (NCTE) called “The Future is Now.” During week 12, you will need to upload an introduction of yourself and your topic no later than November 6. During week 14, you will need to upload your final presentation, which will feature the instructional idea about which you are most excited, no later than November 18. We’ll discuss further details in class.

**Virtual Field Experiences (10%) – Due throughout the semester**

For your field experiences (a required 35 hours in addition to your classroom work), you will be engaging in video-based observations of classroom teaching, teacher reflections, and professional learning sessions.

You will be required to watch the video(s) each week and complete a related assignment that will vary from week to week. The focus of these assignments will be to focus your observations, prompt reflection, and provide entry points for our collective discussion of the virtual field experiences.

These assignments will be due no later than Tuesday by midnight of each week.

For your weekly assignments, the typical week looks like:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| Discussion board or flipgrid post by midnight | Class  | Virtual field experience assignment by midnight | Class | Discussion board or flipgrid replies by midnight |  |  |

**Classroom Community Approach (10%) – Due Sept 9**

The foundation of your classroom will be the relationships that you build with individual students and the relationships that you build with the classroom as a collective group. Schools can be unwelcoming to many students, especially those from non-dominant communities, so cannot assume that every youth will feel comfortable or affirmed when they walk into your classroom. Thus, you need an intentional and thoughtful plan for how to establish relationships of care and trust and communicate and teach expectations, norms, and routines for your classroom. In doing so, the goal is for you and your students can build a classroom context where people can collaborate on learning together, even as they won’t always agree or be friends.

For this assignment, you will describe your approach to building a classroom community. How will you start the year? How will you get to know your students as individuals and as a group? How will they get to know you? Furthermore, what will be the routines, norms, and expectations for your classroom? How will you respond when students don’t meet these routines, norms, or expectations?

You will need to write a 2 page explanation of your approach. From there, you are free to create the documents that you would use in your future classroom and share with students. For example, you might have a list of classroom norms (or rules) that you post in your room or give to your students. Each one of you will make different choices, so the specific documents that you create will be up to you.

**Lesson Plans (48% Total – Each worth 12%) Due Sept 18, Oct 2, Oct 30, and Nov 13**

As a methods course, our focus is on designing learning opportunities for students. In English Language Arts, we have many areas to consider such as reading, writing, speaking, and listening. Across the semester, you’ll encounter many different models for designing and enacting instruction. Using these models as mentors and inspirations, you’ll create 4 total instructional experiences:

* Signpost Lesson Plan: Due Sept 18
* Unlearning Myths Lesson Plan: Due Oct 2
* Literary Analysis Lesson Plan: Due Oct 30
* Visions of Possibility Lesson Plan: Due Nov 13

For each lesson, you should use the provided template to plan 1-3 days of instruction that extends and applies the ideas from our course text. You are NOT to merely “copy and paste” one of their lesson ideas. Instead, you are to draw inspiration from their ideas to design a unique learning experience, including an assessment. Importantly, you should be approaching your planning from a backward design perspective.

In addition to completing the lesson plan template, you will also need to complete a “thinking behind the planning” document (again, use the template).

To help you practice for the edTPA assessment during your internship, I encourage you to design at least one lesson that directly responds to the edTPA prompt. From the edTPA document, that prompt (in part) is:

*Identify a central focus. Identify the central focus along with the content standards and*

*objectives you will address in the learning segment. The central focus should support*

*students to use textual references to*

* *construct meaning from, interpret, or respond to complex text*
* *create a written product, interpreting or responding to complex features of a text that are just beyond your students’ current skill levels.*

**Performance Assessment (12%) due Dec 2**

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.

You will be completing a performance assessment where you practice the type of writing that the edTPA asks of you during your clinical residency.

Using one of the “uncut” English Language Arts videos from the Teaching Channel, you will complete Task 1 and Task 2 from the edTPA handbook. Some of the aspects you will not be able to complete (for instance, you will not be able to complete the “Context for Learning” form associated with Task 1; similarly, you will not be gathering instructional documents for either task). You will be using the actual edTPA prompts and Word documents to gain practice with these prompts.

The goal here is for you to gain familiarity and comfort with edTPA. Thus, your writing will be a “work-in-progress” rather than a finished masterpiece. Ultimately, we’re striving to help you be successful when you complete the assessment during clinical residency.

*\*Subject to change by instructor*