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

# Credit Hours: 3 Instructor: Gretel Thornton

**Pre-requisites**: Junior Standing **Office**: 5052 Haley Center

**Co-requisites**: None **Email**: gat0019@auburn.edu

**Term**: Fall 2022

**Classroom**: 2461

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

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

# Course Texts and Materials

The following texts are required for the course:

* Baker-Bell, A. (2020). *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. NCTE and Routledge: New York.
* Hudley, Anne Charity, Christine Mallinson (2014) *We Do Language: English Language Variation in the Secondary English Classroom.*Teachers College Press: New York.
* Kiely, Brendan, (2021). *The Other Talk: Reckoning with Our White Privilege*. Atheneum/Caitlyn Dlouhy Books: New York.
* Noden, Harry (2011). *Image Grammar: Teaching Grammar as Part of the Writing Process 2nd Edition*: New York.
* Young, V. A., Barret, R., Young-Rivera, Y., and Lovejoy, K. B. (2018). *Other People’s English: Code-meshing, Code-switching, and African American Literacy*. Parlor Press: South Carolina.

# Guiding Course Questions

1. What is language? How and why does language use vary?

1. What beliefs do people hold about language? How do language beliefs impact people’s use and learning of language?
2. How do language beliefs impact people’s access to educational attainment and wellbeing?

1. What is literacy? How are language and literacy interrelated?
2. 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 NCTE/NCATE)

*Content Knowledge*

1. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive, and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

*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 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.

*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 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.

*Professional Knowledge and Skills*

VI. 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.

 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 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 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 e-handbook (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 must 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) 8444123. Online: 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  | None | Please Consult schedule and peers to obtain missed information. |
| 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.  |

 **\**specific instances of attendance will be discussed and analyzed by program director and staff.***

# 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 not required at all times while inside buildings but are considered optional. 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. 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 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

If/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 Appointment & Check-in Desk: academic\_support@auburn.edu

Study Partners 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—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/#

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 nonjudgmental 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  |
| Class Participation | 10  | Throughout semester  |
| Painting with Grammar Lesson Plan  | 10  | Sept 11 |
| Antiracist Black Language Pedagogy Lesson Plan | 10  | Oct 2 |
| Code-meshing Lesson Plan | 10  | Oct 16 |
| Queer(ed) Language Pedagogy Lesson Plan  | 10  | Oct 23 |
| Critical Language Awareness Lesson Plan | 10  | Nov 20 |
| Final Reflective Video Portfolio  | 20  | Dec 10 |
| **Total**  | **100**  |   |

**Course Schedule:** [CTSE 5010FA22 Schedule.docx](https://tigermailauburn-my.sharepoint.com/%3Aw%3A/g/personal/gat0019_auburn_edu/EY6ylYkzyuVCsKp9uXMljzEBwgC6kEGqHxLnlEbBxE51nQ?e=96ncBG)

**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 e-handbook (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 e-handbook 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 discussions will help us collectively develop insights and extend our conversations, especially in our virtual environment.

Every other week, you will write a discussion board post assignments will be posted weekly. The minimum requirements are as follows:

You are expected to draft an original discussion post no later than Thursday 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 400 + 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 two classmates not the same person(s) each week on Sunday by midnight. Your replies should be 200+ 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.

The minimum requirements are as follows.

You will post an original Flipgrid video no later than Thursday 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 two of your classmates no later than Sunday 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.

Class Participation: Small Group and Asynchronous (10%) – Due throughout the semester

Each week, the class will be split into smaller groups, with half of the class attending the Tuesday class session with the instructors and the other half attending the Thursday class session. During the day that you do NOT meet with the instructors, you’ll be engaging in alternative activities. Some of these will be in small groups synchronously and others will be completed asynchronously. The activities for each week will differ. Typically, you’ll engage with an additional text (usually a video that you’ll view) and then discuss, analyze, react, extend, explore, etc. it with a small group, either synchronously or asynchronously. Each week directions will be posted. Group assignments will change every few weeks.

For your weekly schedule, the typical week looks like: Suggested not Concrete.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday**  | **Monday**  | **Tuesday**  | **Wednesday**  | **Thursday**  | **Friday**  | **Saturday**  |
| Discussion board or flipgrid replies by midnight.Or major assignments. |  | Class Session.  |   | Class Session. Discussion board or flipgrid original post by midnight |  |   |

# Lesson Plans (50% Total – Each worth 10%) Due Sept 11, Oct 2, Oct 16, Oct 23, and Nov 20

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:

* Painting with Grammar Lesson Plan: Due Sept 11
* Antiracist Black Language Pedagogy Lesson Plan: Due Oct 2
* Code-meshing Lesson Plan: Oct 16
* Queer(ed) Language Pedagogy Lesson Plan: Due Oct 24
* Critical Language Awareness Lesson Plan: Due Nov 20

For each lesson, you should use the provided template to plan 1-2 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 “teacher decision making” reflection. Each reflection should be 700-1,500 words in length. In the reflection, you should select, define, and explain 2-3 key concepts from the teaching approach that informed your lesson design. For instance, you might choose 2 of the artifact ideas from Baker-Bell’s book *Linguistic Justice* to that informed you. Then, you will identify concrete aspects of your lesson design that connect with these key concepts and explain how these lesson aspects enact these key concepts. The goals of these reflections are for both you and me. The reflections challenge you to be explicit and intentional in drawing on course materials to push you to become a better language teacher. The reflections help me your teacher gain insight into your thinking process.

 Final Reflective Video Portfolio (20%) – Due Dec 10

Your final assignment for the semester asks you to look across the entire semester by revisiting your flipgrid video posts, discussion posts, and conversations in class. You will choose your top 3 flipgrid videos and 2 discussion posts from across the entire semester, 2 of these flipgrids should be original posts and 1 a reply to someone else while the discussion posts is an original with one reply. You will then transcribe each of these 3 videos and annotate the transcripts, identifying two “key moments” in each transcript. Transcripts should be labeled so that is clear which video they represent. The same is applied to the discussion posts identify two key moments in each while writing a reflection on the posts. For each “key moment,” you will explain why the moment is significant for your learning as an English language arts teacher. Key moments can be significant as:

* An “aha” moment: these moments signal a new insight and understanding, one that you didn’t previously have or didn’t acknowledge.
* A “turning point” moment: these moments signal a change in your view to a different perspective or understanding. For instance, you might come to question, challenge, or critique a belief about language and dialectic that you previously held.
* A “digging deeper” moment: these moments don’t signal a change but a more nuanced, complex, and informed explanation of a perspective that you held previously.

Note that these key moments don’t necessarily have to all agree or tell a linear narrative of progress. Key moments are often most productive for reflection when they represent moments of tension, contradiction, or disagreement. Pinpointing such moments and striving to look across them can help us learn more and become better teachers.

Based on your reflections, you will create a final reflective video. The final reflective video should broadly speak to the question: what have you learned about language education and being a language teacher? You should address themes of language diversity, linguistic justice, race, and queerness in your reflective. This video should be 3-5 minutes in length. You will transcribe this final video and annotate the transcript. Again, choose 2 “key moments.” Your annotations will be different for this final video. For the key moments, explain how they connect back to your previous learning across the semester, whether they agree, extend, and deepen your previous thinking or disagree and revise your previous thinking.

*\*Subject to change by instructor*