**CTSE 6010: Language Study for Teachers Course Syllabus**

**Auburn University**

# Credit Hours: 3

# Pre-requisites: Graduate Student Standing

# Instructors: Mike Cook & Heidi Hadley

**Offices**: Haley 5056 (Cook) and 5066 (Hadley)

Emails: mpc0035@auburn.edu (Cook) and hlh0085@auburn.edu Standing

**Co-requisites**: None

**Term**: Fall 2024

**Day/Time**: This is a Zoom and asynchronous course . Zoom meetings dates/times listed on schedule below

**Office Hours**: By appointment (in-person and through Zoom)

# Course Texts and Materials

The following texts are required for the course:

Christensen, L. (2017). *Reading, writing, and rising up: Teaching about social justice and the power of the written word*. Rethinking Schools. 9780942961690

Dean, D. (2022). *What Works in Grammar Instruction*. NCTE. 9780814156834

Christensen

Emezi, A. (2019). *Pet*. Faber & Faber. 9780593175446

Johnston, P. (2004). *Choice words: How our language affects childrens’ learning*. Routledge. 978-1571103895

Young, V.A. (2014). *Other People’s English: Code Meshing, Code-Switching, and African American Literacy*. Teachers College Press. 9781643170435

# 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 is language tied to identity? How does teacher identity and positionality affect language instruction?
3. How do language beliefs impact people’s access to and success within educational spaces? Within the community?

1. What is grammar? What is the relationship between grammar and language instruction?
2. How do ELA teachers implement language instruction that is both practical and rooted in equitable antiracist/antibiased pedagogies?

# 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 Teacher Preparation Standards)

# ELA Content Knowledge: II. Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.

# Component 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of 3 languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

# Instructional Practice: Planning for Instruction in ELA: III. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.

# Component 3.1: Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

# Instructional Practice: Implementing Instruction in ELA: IV. Candidates implement planned coherent, relevant, standards aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.

* Component 4.1: Candidates implement coherent, relevant, standards aligned, differentiated and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

Professional Responsibility of ELA Teachers: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.

* Component 5.1: Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.

**ELA Program Common Book Discussions**

This semester, every Auburn ELA program course is including *Pet* as a required text. In addition to reading the text, you are expected to attend a book discussion. This meeting will be a program-wide discussion with students and faculty within the Auburn University ELA program. The expectation is that you read the book in its entirety and come to the meeting prepared, with an open mind, to do the necessary but complex work of discussing the issues present in this book within society and education, specifically in ELA education. In an effort to accommodate everyone’s schedules, we are offering two days/times for our program book discussion. We ask that you attend one of them (although you are certainly welcome at both).

* Monday, October 28 5:00-7:00pm
* Friday, November 1, 9:00-11:00 am

 **Course Policies**

**Commitment to Success**: Our overall goal is for everyone to complete this class with a broader and deeper understanding of language and literacy and how to guide students in engaging with these concepts. Please don’t hesitate to contact us or to make an appointment if you have any questions or concerns regarding any aspect of the class. We want you to be successful, and we want to help you along your journey to developing as educators. Your success in this course requires the following:

* Being present and participating
* Engaging with readings and course assignments
* Taking the work of this course seriously

**Technology Use:** Refrain from using technology during class in ways that do not support your learningand engagement in the course material. Part of growing your professional reputation and habits is managing your appropriate use of technology. Put more plainly: please do not watch videos, text, or engage with other social media during our course time.

**Note on Gen AI:**  While AI tools have much to offer us, and we will experiment with them, the work you submit should be yours. That is, even when/if you use technology to brainstorm, generate ideas, experiment with voice and organization, etc., your submitted work should represent your own thoughts, understandings, and voice and should appropriately attribute relevant information, components, etc. to the technology used.

**Communication**: It is important to check your university email every day. This will be our primary means of communication. To align with the professional expectations of teaching, we expect you to respond to emails from us within 24 hours (during the week) and 48 hours (during the weekend). Because of the nature of the human condition, we may need to make changes on short notice. Be sure to check your e-mail and be ready to be flexible.

**Attendance:** I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is www.auburn.edu/studentpolicies.

**Attribution Note:** Attendance policy adapted from AU English Language Arts program language, with special thanks to Dr. Heidi Hadley.

**Tardies:** Since we are practicing and demonstrating our professional behaviors, please make every effort to be on time to class.

**Make-Up Policy:** If you are absent, you are still responsible for turning in work that is due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence.

**Grading Scale:** Grades will be assigned using a 10-point grading scale.

89.5-100 = A

79.5-89.4 = B

69.5-79.4 = C

59.5-69.4 = D

000-59.4 = F

**Late Work Policy:** Work is either due on a class day, or on a Friday, as noted on the schedule. If work is due on a Friday, you have a 48-hour grace period to turn it in before I consider it late. If you need more time to complete an assignment, you must contact me by the due date to let me know **and** propose a new due date. If you communicate with me to negotiate an extension, it will not be considered late for purposes of your grading contract. However, please note that any work due on a class day will be necessary for our in-class work that day, and **therefore cannot be extended**. However, please note that completion of in-class assignments are required for the grading contract and your end-of-course portfolio, so while they may be late, it is still imperative that you complete them.

The assignments that are due during our final exam week cannot be extended beyond the 48 hour grace period. Any assignment not completed by the end of the 48 hour period cannot be accepted, and will be factored into your grading contract accordingly.

**University Rules:** I abide by all university rules, including those concerning academic honesty and harassment/discrimination (see below for additional details).

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**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.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Covid-19 Policies:** I will follow all university policies and guidelines surrounding the Covid-19 pandemic. This will include enforcing face-covering mandates, shifting to online instruction, and making any other necessary adjustments to be in compliance with university policies. I will adjust this document accordingly as necessary and share those changes with you all.

**Course Requirements and Schedule**

**Course Requirements:** The following are requirements for you to successfully complete in order to receive credit for this course. Remember that an assignment must be completed in “the spirit” in which it is assigned (Inoue 2019) and is not considered “complete” until all required revisions are completed and turned in to the instructor’s satisfaction. See descriptions below for information about course assignments.

**Attendance and Participation:** You cannot engage fully with the course content if you are not present and prepared. This includes completing all required reading and participating in class discussions and activities.

**Reading Discussions**--One of the best parts of graduate study is the opportunity to wrestle through texts and make meaning with fellow graduate students and with program faculty. For the weekly readings, rather than asking you to contribute to a discussion board, we would like you to meet together as a group via Zoom every other week to talk about your readings. You can set these up during a time that works for all of you. You may take turns leading the discussion, or you may choose to all bring discussion questions to each meeting; it’s entirely up to you as a group. What we do ask is that you record your Zoom conversations and send them to both of us (Dr. Cook and Dr. Hadley) so that we can give feedback and learn from your meaning making process.

Here is the schedule for the readings (and your conversations):

Dean--*What Works in Grammar Instruction*

* Finish by week 4

Young--*Other People’s English*

* 1st half complete: approx. week 6
* 2nd half complete: approx.. week 8

Christensen--*Reading, Writing, and Rising Up*

* 1st half complete: approx. week 11
* 2nd half complete: approx. week 14

Johnston--*Choice Words*

* Finish by finals week

 \*Decide together what you’ll discuss during your bi-weekly meetings

**Language, Pedagogy, and Research Project--**As part of this course, you will propose a project focused on language and language instruction as it relates to your classroom, your school, and/or your community. Early in the semester, you will meet with instructors to have this topic approved, where we may nudge you in ways we believe will help you further focus your project and ensure it is useful for you and your teaching. Once approved, your project will be the culmination of 4 independent, yet connected components. At the end of the semester, you will present your final project and receive feedback.

By the check-in during Week 5 (Sept. 19), you should have started on:

* **Language ethnography** (noticing and analyzing component)--For your language ethnography, take some time to notice how language works in the context of your classroom and community. You may examine, for example, the grammars of English language learners in your classroom, or the grammars of young people, or the grammars of whiteness (depending, of course, on your context), but we ask that you select a focus that is relevant to your students, teaching, and/or school community. Create a formal data collection procedure (maybe a language journal that you collect language samples in for 5-10 minutes every day). The purpose of this is to think deeply about grammars in the plural and how language works, while also noticing how language and power are tied together. This should be a substantive data collection process, and may include research memos that move you toward your research synthesis.
* **Practitioner component** (using YAL to teach languages and grammars as plural)--For the practitioner component, you will design instructional elements (e.g., lesson plans, assignment sheets, book lists, etc.) that you could use to (a) bring YAL into your classroom and (b) leverage the power of YAL to teach students about language and grammar as plural concepts. Note that this element, like all others, should be framed as equity/justice oriented and represent an anti-bias approach to teaching.

By the check-in during Week 10 (Oct. 24), you should have started on:

* **Research synthesis** (much like a research paper)--For the research synthesis, you should engage the literature relevant to your project/topic and craft an essay (approx. 4-6 pages) that puts these scholarly voices into conversation with one another and articulates what you’ve found through the lens of your project–that is, how this literature informs and is informed by the topic/direction of the overall project you are completing. In short, this paper will provide a foundation and framework for your larger project, ensuring it is grounded in scholarly discourse.
* **Philosophy Statement**—Synthesizing your learning across this course and from your own practice, craft a brief (~1 page) statement that outlines your understanding of what it means to be an equitable and just teacher of language.

**End of Course Project Presentation**—The final component of your project will be to present your overall project to instructors and peers. As part of this presentation, you will receive feedback, which may ask for required revisions prior to successful completion of the assignment and the course.

**Required Course Check-In Schedule:**

* Check-In 1: focused on proposed project/topic focus (Sept. 5)
* Check-In 2: project update (Sept. 19)
* Check-In 3: project update (Oct. 24)
* Final Presentations: Dec. 12

\*all check-ins will tentatively take place via Zoom from 4:00-6:00

Note: This schedule is subject to change as necessary.