

**AUBURN UNIVERSITY
SYLLABUS**

Course Number: CTSE 4150
Course Title: Curriculum and Teaching I: English Language Arts
Credit hours: 4 semester hours
Prerequisites: *For undergraduates only*, the prerequisites for CTSE 4150 are admission to Teacher Education and a "C" or higher in CTSE 5010 and CTSE 5020
Room and Time: Both sections: January 9, Haley 2461, 10:00 a.m. until 11:50 a.m.
Section I: January 11-March 7, 2nd block at Loachapoka HS, 9:21-10:57 a.m.
March 19-April 25 (except April 16 & 18, which are work days, no class meetings), Haley 2461, 9:00-11:50 a.m.
Friday, May 4, Haley 2461, 8:00-10:30 a.m.: Final examination
Section II: January 11-March 7, 3rd block at Loachapoka HS, 11:01 a.m.-12:46 p.m.
March 19-April 25 (except April 16 & 18, which are work days, no class meetings), Haley 2461, 10:00-12:50 a.m.
Thursday, May 3, Haley 2461, 8:00-10:30 a.m.: Final examination
Instructor: Alyson Whyte
Office: 5076 Haley Center
Office Phone: 844-6889 (I am sometimes in my office on Fridays.)
Office Hours: M 8:30-9:30 p.m.
Email: whyteal@auburn.edu (answered in order in which received)

Date syllabus prepared: December 2004; reviewed and updated January 2012 by Dr. Alyson Whyte

Texts: There are two required texts, both ordered through both the University bookstore and J&M and Anders Bookstores:

Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, NJ: Merrill.

Kittle, P. (2008). *Write beside them: Risk, voice, and clarity in high school writing*. Portsmouth, NH: Heinemann.

There are two recommended texts, both of which will be available on in-library reserve in the College of Education Learning Resource Center, 3rd floor, Haley Center. An additional copy of the Anderson text is also available there on overnight reserve.

Anderson, J. (2007). *Everyday editing: Inviting students to develop skill and craft in writer's workshop*. Portland, ME: Stenhouse.

Ostrum, H., Bishop, W., & Haake, K. (2001). *Metro: Journeys in writing creatively*. New York: Longman.

Materials: I will expect you to keep all your class work in a **three-ring course notebook, at least 2" deep**, dedicated to that purpose:

- Handwritten spiral-bound reading journal (allowed during the course midterm and final exams—handwritten entries only, no reproduced handwritten or word-processed material)
- Spiral-bound writers notebook (Writing Space rotation at LHS)
- Mini-writing portfolio (Writing Space rotation at LHS)
- Daily field notes and writeup of guided observation (Mentor Teacher rotation at LHS)
- 3-day editing mini-unit PWS (Mentor Teacher rotation at LHS)
- Written reflections (i.e., Midterms I and II)
- Conceptual curriculum unit design tasks (throughout the semester)

Do not throw away any piece of paper you have done any work upon for this class. Instead, store all your work in chronological order (sections are okay, if you find them helpful) in your course notebook.

As listed above, you will need two **single-subject spiral notebooks** dedicated to these two different purposes: one for a reading journal, which you may bring into the final examination (original, not reproduced, handwritten entries only) and one for your writers notebook when you are in the Writing Space rotation at Loachapoka High School.

You are required to obtain and wear to each lab at Loachapoka a style 2 button produced by the LRC (50¢) bearing your professional name (e.g., *Ms. Green*).

Course Description: This class is your induction into the profession of English teaching. Through five continual professional activities you will engage in the work that constitutes our profession, in a community of practice that includes mentor high school writing teachers. These five key professional activities are:

1. Professional reading and study.
2. Academic and poetic (i.e., literary) writing.
3. Observing, and starting your own teaching, in the classroom of a mentor high school writing teacher.
4. Inquiring into questions grounded in particular teachers' practice in particular places at particular times.
5. Curriculum unit design (culminating course text showing your understanding of *principled practice*, Smagorinsky 2002).

Course Goals:

The overarching concept for this course is conceptual unit design in the domain of English as *principled practice* (Smagorinsky, 2002). The culminating text you produce for this course is a curriculum unit for teaching a concept that is central to *writing creatively* (as *writing creatively* is defined by Ostrum, Bishop, & Haake, 2001).

Topics guiding design of CTSE 4150 class sessions are

1. Articulating personal claims of value and relating those claims of value in the profession of English teaching to teaching practices and to student learning and writing. (*assigned reading, multiple class sessions, daily written work, midterm and final examinations, conceptual unit*)
2. The process of oral communication including activities such as speech, group discussion, directive communication, and argument; the impact of communication media upon society; the role of communication in resolving conflicts; and the role of speech across the curriculum. (*assigned reading, multiple class sessions, daily written work, conceptual unit, dedicated March-April class session*)
3. Appropriate communication tasks consistent with the developmental levels of students and the interrelatedness of listening, speaking, reading, and writing. (*assigned reading, multiple class sessions, daily written work, conceptual unit*)
4. Promoting language acquisition and development. (*assigned reading, daily written work, dedicated March-April class session*)
5. Directing a variety of speech/ theater activities. (*assigned reading, dedicated March-April class session*)
6. Teaching how to produce verbal/graphic layout; develop copy and/or story board; apply techniques of advertising, reporting, and editing; use current and emerging technology in the production of print and nonprint text. (*assigned reading, dedicated March-April class session*)
7. Teaching standardized edited academic American English while recognizing regional and ethnic dialects as expressions of home language and as resources for academic and poetic writing. (*assigned reading, multiple class sessions, daily written work, conceptual unit*)
8. Incorporating a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication. (*assigned reading, multiple class sessions, daily written work, conceptual unit, dedicated March-April class session*)
9. Interrelating the teaching of listening, speaking, reading, and writing using a variety of instructional activities. (*assigned reading, multiple class sessions, conceptual unit*)
10. Using group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem-solving, composition, drama, reading, improvisation). (*assigned reading, multiple class sessions, daily written work, conceptual unit*)
11. Teaching the writing process including invention and revision. (*assigned reading, multiple class sessions, daily written work, conceptual unit*)
12. Using peer and teacher conferences/scoring instruments to help students revise and edit their writing. (*assigned reading, multiple class sessions, daily written work, conceptual unit*)

13. Employing the Alabama Course(s) of Study applicable to English language arts as your teaching field and how English relates to other teaching fields. (*dedicated March-April class session*)
14. Using a variety of formal and informal assessment techniques. (*assigned reading, multiple class sessions, daily written work, conceptual unit*)
15. Participating in creating learning environments that provide every student access to engagement, self-motivation, and authentic academic and social learning. (*dedicated March-April class session*)
16. Participating in using a variety of strategies such as cooperative learning, discussion, inquiry, problem-based learning, and direct instruction. (*multiple class sessions, daily written work, conceptual unit*)
17. Participating in using a variety of current materials, technologies and media (e.g., electronically mediated technologies, graphic as well as verbal media). (*assigned reading, dedicated March-April class session*)
18. The relationship between nonprint and print media and between media and other aspects of culture; processes of producing print/ graphic media. (*assigned reading, dedicated March-April class session*)
19. Increasing understanding of classroom management to ensure equitable and effective student access to available technology resources. (*assigned reading, dedicated March-April class session*)
20. Increasing understanding of facilitating students' individual and collaborative use of technologies such as spreadsheets, web page development, digital video, the Internet, and email to locate, collect, create, produce, communicate, and present information. (*dedicated March-April class session*)
21. Enhancing your professional growth by using technology such as through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional course materials. (*conceptual unit*)

Course Regulations:

Admission to Teacher Education. Undergraduate students must be admitted to Teacher Education to take this course. (**Note:** Being admitted to TE is not the same as being admitted to the College of Education.)

TB test result. You must have **documentation of a negative TB test less than a year old** to participate in the class sessions at Loachapoka High School. If you don't have the documentation, you need to take steps to get it ASAP. The medical clinic on campus does TB testing, as does the Lee County Health Department. Without current proof, you cannot participate in the required class sessions at Loachapoka High School. (If you are interning in the fall, you can use the documentation for internship.)

Course Fieldwork Requirement:

By rules of the Alabama State Code for Teacher Education, all methods classes such as CTSE 4150 and CTSE 4160 must have a required laboratory component, meaning that students in

methods classes are required to spend time “in the field,” working together with and observing and learning from teachers and students.

Course Content and Schedule:

You are responsible for knowing the location of each CTSE 4150 class meeting—on the University campus/at Loachapoka High School—as described in this syllabus subject to change with at least 24 hours notice, sent to you as a class email to your auburn.edu email account.

The College of Education’s Statement on Professionalism:

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices.
- Contribute to collaborative learning communities.
- Demonstrate a commitment to diversity.
- Model and nurture intellectual vitality.

English Language Arts Education Ground Rules:

Definition of adequate participation. The English language arts education program expects English language arts education students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. In this professional community of practice, you are responsible for *every* one of your classmates’ achievement of high expectations as well as your own. That means, for example, you will be expected to provide honest, well-explained peer review based on evaluation criteria and you may be expected to actively participate in brainstorming, refining, and upholding strategies to support every classmate’s success in the course.

Absences. 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 *Tiger Cub*.

If you have to be absent, please follow 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 such as illness, so, too, you must notify me as soon as possible for an

emergency absence such as illness. Send me e-mail *and* phone my office (there's an answering machine).

I will take no class time to discuss an absence, so please don't approach me at the start of class or during or after class to talk about an absence. *After* class on the date when you return to class from an excused absence, you may give me a photocopy of the documentation of an excused absence together having with having the original for me to examine and together with handing me any homework not sent via a classmate on the date you missed class. If at that time you do not have photocopied and original documentation and any homework not sent via a classmate to the class session you missed at that time, you must see me during my office hour to document that the absence is excused.

Three unexcused absences automatically result in a grade of FA for the course. Three tardies are equivalent to an unexcused absence.

Absences from fieldwork. You must make every effort to be present in your assigned classroom on fieldwork days. If you can't make it, however, you must contact one of your teammates so s/he can let the teacher know, plus you must contact me by calling my office phone and sending me email. You are also responsible for getting a teammate to substitute for you if you are responsible for teaching and for making up the missed field day *on your own time*.

Tardies during Haley classes and fieldwork. Make every effort to be on time for class. Coming in late, no matter how quiet you try to be, will be a disruption. **NOTE:** Being tardy to your school on a fieldwork day is not professional behavior and will not be tolerated.

Make-up work. If you are absent, you are still responsible for turning in work that's due and for finding out about material presented and assignments made. As per the *Tiger Cub*, you are the one responsible for initiating make-up work for an excused absence. Full credit will not be given for work missed due to an unexcused absence.

Late work. I do not give full credit for work turned in late. Work is late if it's not ready at the deadline for turning it in (to the front office at Loachapoka High School and to me in 2461 Haley). I no longer excuse lateness of work because of technology failure.

Unannounced quizzes. There may be unannounced quizzes for this class.

Final examination. There is a final examination for this class.

University rules. I abide by all University rules, including those concerning academic honesty and harassment/discrimination. The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class. Please note, failing to cite sources and characterizing texts by others which you have not read are instances of academic dishonesty. If you have any doubt about whether something should be cited or whether it is academically honest to rely on another writer's words or ideas in your writing, I expect you to check with me before you turn in the written work associated with the concern. After your work is turned in, I will accept *no excuse*. If you plagiarize, the sanction I will recommend is failure of the course. Academic dishonesty is a deed you'll regret for the rest of your life, especially if you get away with it.

Accommodations. Students who need accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with me during my office hour the first day of class. Bring a copy of your Accommodations Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Office of Accessibility, in 1244 Haley Center (844-2096). Please be

certain to meet with me right away so that we can make this a positive and comfortable learning experience for you.

Evaluation (i.e., grading):

As English language arts education majors, you're expected to carefully and successfully edit your work before presenting it as a final product. I will not give a "+" or an "A" to written work that has more than a few departures from standardized edited American academic English, no matter how strong the ideas.

I use a 10-point scale: 90-100, A; 80-89, B; and so on. Your end-of-course grade will be based on the following:

Daily Written Work: 20%

- Guided observation of your mentor teacher at Loachapoka High School, in the form of a final write-up with dated fieldnotes attached: Evaluated on *description* and *interpretation*.
- 3-day editing mini-unit at Loachapoka High School designed, taught, and assessed by you in a small group in your mentor teacher's classroom at Loachapoka High School: Planning, Implementation, Reflection, and Assessment each marked "+" or "-" separately (PWS scoring instrument available on College of Education website). Anderson's *Everyday Editing* (2007) is an appropriate resource for the design features of your mini-unit.
- Writing mini-portfolio at Loachapoka High School: 3-5 artifacts of your writing and an accompanying letter documenting your establishment of sustainable writing as a teacher of English (i.e., sustainability of practice and such writerly aims as growth as a writer, risk-taking as a writer, high-quality writing, range in form as well as topic, reading published writers with a writer's eyes, and reflection on your own writing and on the writing of others). At least one extended drafting sequence during your Writing Space rotation at Loachapoka High School must be included and discussed in order for your writing mini-portfolio to receive credit. The writing mini-portfolio will be scored holistically, "+" or "-."
- Approximately 20 unit design tasks in the Smagorinsky textbook, each assigned a points value and scored "+" or "-."

Daily Written Work will receive a single score of 0-20% of your course grade:

Very low = 5%

More low than high = 10%

More high than low = 15%

Very high = 20%

Midterm I and Midterm II: 20% total

Written reflection of no more than 1,000 words, handwritten, on unannounced passages or on unannounced longer sections of the required readings. You may use your reading journal during the test: handwritten entries only, no reproduced handwritten or other material. Administered during class approximately March 21 and April 2. Midterm examinations will be returned, scored, 10 business days following administration of the midterm examination.

0-10% for Midterm I

0-10% for Midterm II

If you would like to preview the scoring instrument for the midterms and the final examination before I distribute copies on January 11, please see me during office hours and I will be happy to preview that with you.

Final Examination: 30%

Two written reflections of no more than 1,000 words, handwritten, on unannounced passages or on unannounced longer sections of the required readings. You may use your reading journal during the test: handwritten entries only, no reproduced handwritten or other material.

If you would like to preview the scoring instrument for the midterms and the final examination before I distribute copies on January 11, please see me during office hours and I will be happy to preview that with you.

Conceptual Curriculum Unit on a big idea in the domain of English that is central to writing creatively (i.e. *writing creatively* as defined by Ostrum, Bishop, & Haake, 2001): 30%

The unit topic may not duplicate or closely resemble an existing unit topic in the www.coe.uga.edu/~smago/VirtualLibrary or an existing unit topic in the Smagorinsky or Kittle course texts or an existing unit topic in another English text or trade book (that is, you must construct your unit topic from study of and reflection on the domain). The concepts listed with each exercise in *Metro* by Ostrum et al. (2001) are an appropriate resource for determining your unit topic.

The scoring instruments for the components of the curriculum unit (rationale, goals and rubrics, introductory activity, one-week lessons, and whole unit) can be retrieved from www.coe.uga.edu/~smago/VirtualLibrary/index.html

I am indebted to Dr. Barbara Ash, Associate Professor, Auburn University; Dr. Cynthia Ann Bowman, Associate Professor, Ashland University; and Dr. Telford Work, Professor, Westmont College, for content of this course syllabus.