

**Auburn University**  
**COURSE INFORMATION**

**Course Number:** CTSE 7530

**Course Title:** Organization of Programs in English Language Arts

**Credit Hours:** 3

**Time and Place:** M 5:00 p.m.-7:50 p.m. Haley 2461

**Instructor:** Alyson Whyte

5076 Haley

844-6889

[whyteal@auburn.edu](mailto:whyteal@auburn.edu)

Office hour: M 8:30-9:30 p.m.

**Text(s):** Blau, S. (2003). *The literature workshop: Teaching texts and their readers*.  
Portsmouth, NH: Heinemann

Smith, M. & Wilhelm, J. D. (2010). *Fresh takes on teaching literary elements: How to teach what really matters about character, setting, point of view and theme*. Urbana, IL: National Council of Teachers of English.

Lee, C. (2007). *Culture, literacy, and learning: Taking bloom in the midst of the whirlwind*. New York: Teachers College.

Appleman, D. (2009). *Critical encounters in high school English: Teaching literary theory to adolescents (2<sup>nd</sup> ed.)* New York: Teachers College.

Lortie, D. C. (2002). *Schoolteacher: A sociological study (2<sup>nd</sup> ed.)*

Other readings as assigned by the instructor.

The problem for us:

**Course Description:** Specifying the unit of analysis in the organization and reorganization of English language arts programs requires a shift in focus:

1. . . . from kids as kinds of person (by race, class, gender, IQ, and so on whether by genetics or socialization, or whatever combination),
2. . . . from passive oversocialized persons in kinds of situations (by social structure, SES, economic opportunity, the invitation to crime),
3. . . . to active persons creating kinds of persons in kinds of situations organized by their intersection with a wider institutional apparatus for sorting and socializing a next generation.

**Course Objectives:** Course objectives are divided into the “musts” and the “mays.” The difference between the two rests in the commitment of each student.

After appropriate learning experiences the student **must**

- Establish an individual working definition of what is an English language arts “program.”
- Specify and question her/his lived experience of program organization.
- Synthesize reading and study of four approaches to the teaching of literature as a feature of ELA program organization with her/his lived experience of program organization.
- Describe and grapple with overlaps and contradictions between ideas.
- Articulate and engage in oral academic debate, as appropriate.
- Make regular academic progress toward the in-process texts for the course, which are
  - articulation of a focused rationale for the teaching of literature in the public schools
  - critique of proposals for reorganizing English as “English studies” and/ or “language and literature” and /or “literacy studies” and of reorganization of “English education” as “English/education”
  - description, comparison, and assessment of various standards proposed for secondary English language arts and evaluation of the potential of each for improving “English,” “English studies,” “language and literature,” or “literacy and literacies” teaching and learning.
- Make regular academic progress toward the culminating text for the course: design of engaging, thoughtful English language arts curriculum materials and activities to demonstrate a reflective, grounded response to contemporary literature curriculum issues and advocacy OR a research proposal and accompanying annotated bibliography.
- Explore using technology as a tool in curriculum renewal.

After appropriate learning experiences the student **may**

- Organize and reorganize English programs in a way that approaches students as *active persons creating kinds of persons in kinds of situations organized by their intersection with a wider institutional apparatus for sorting and socializing a next generation.*
- Approach differences in belief actively and professionally when those exist among the student, colleagues, and/or stakeholders regarding the organization of a particular English language arts program.

## Grading:

The final grade for the course is based on a ratio of the points earned to the points offered during the semester.

		The following grading scale will be used:	
Formal organizational autobiography Due 1/30	25 points	90-100%	A
Written reflections (4 x25 points each) (ongoing)	100 points	80-89%	B
		70-79%	C
		60-69%	D
Seminar discussion leadership (in pairs) (ongoing)	75 points	Below 60%	F
Articulation of a focused rationale for the teaching of literature in the public schools Due approximately February 20	50 points		
Critique of proposals for reorganizing “English” as “English studies” or “language and literature” or “literacy and literacies” and/or reorganizing English Education as English/Education. Due approximately March 19	50 points		
Description, comparison, and assessment of various standards proposed for secondary English language arts and evaluation of the potential of each for improving “English,” English studies,” “language and literature,” and “literacy and literacies” teaching and learning. Due approximately April 2	50 points		
Curriculum demonstration project, or research proposal accompanied by annotated bibliography and oral presentation. Due approximately April 23	150 points		
<b>TOTAL</b>	<b>500 points</b>		

There is no final examination and there are no unannounced quizzes in this class.

**Attendance:** In a seminar course like ours, *attendance is essential*. Attendance policy is as specified in the *Tiger Cub* Student Handbook ([http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html)). Three unexcused absences will result in an automatic grade of FA for the course. Three tardies equal an unexcused absence. Documentation must be provided before the

start of class (photocopy for me to keep and original for me to see) or if not available at that time then during the Monday evening office hour.

You are responsible for keeping up with your work and what is going on in class. If you are absent, you are late, or you leave early, you are still responsible for deadlines on all course assignments. Students are responsible for initiating arrangement for missed work due to excused absences.

If you expect to miss more than one session of class this term, I suggest you enroll in another course since multiple absences from this one will surely affect your grade. Equally, random or spotty attendance or regularly arriving late, leaving early, or being unprepared will indicate that you've enrolled in the wrong class at the wrong time of your life. My best advice is to simply try at all costs not to miss a single class.

**Make-up Sessions and Assignments:** Make-up sessions and assignments will be provided only for University-approved excuses as outlined in the *Tiger Cub* ([http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html)). Arrangements to make up course work must be made in advance. Students who miss course work because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.

**Academic Misconduct:** 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.

**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.

**NOTE: This syllabus is a general plan for the course. Deletions and changes may be necessary.**

*I am indebted to Barbara Ash, Associate Professor, Auburn University; Wendy Bishop, Professor (deceased), The Florida State University; Cynthia Ann Bowman, Associate Professor, Ashland University; Ray McDermott, Professor, Stanford University, and Beth Scarloss, Assistant Professor, Frostburg State University; John Saye, Professor, Auburn University; Sara Wolf, Associate Professor, Auburn University; and Telford Work, Professor, Westmont College, for content of this syllabus.*