

**AUBURN UNIVERSITY  
SYLLABUS**

“The paradox of reading well is that the better you come to understand a text,  
the more problems you discover in it.”

–Sheridan Blau

- 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:** Haley 2461 T/R 9:30 a.m. until 12:15 p.m.
- Instructor:** Alyson Whyte
- Office:** 5076 Haley Center
- Office Phone:** 844-6889 W 2 p.m.until 5 p.m.
- Office Hours:** T/R 8:45-9:00 a.m. on dates when class is not meeting at Loachapoka High School and W 2:00-6:00 p.m. unless the Department of Curriculum & Teaching has scheduled a conflicting meeting/observing a student teacher off campus.
- Email:** [whyteal@auburn.edu](mailto:whyteal@auburn.edu) If you have sent an email and you have failed to receive an answer, please put a paper copy of your email in my department mailbox on the fifth floor of the Haley Center.
- Texts:** There are six required texts, each ordered through both the University bookstore and J&M and Anders Bookstores:
- Burke, J. (2013). *The English teacher’s companion* (4<sup>th</sup> ed). Portsmouth, NH: Heinemann.
- Burke, J. (2012). *The teacher’s daybook, 2012-2013 edition*. Portsmouth, NH: Heinemann.
- Kirby, D. L. & Crovitz, D. (2013). *Inside out: Strategies for teaching writing* (4<sup>th</sup> ed). Portsmouth, NH: Heinemann.
- Kowit, S. (1995). *In the palm of your hand: The poet’s portable workshop, a lively and illuminating guide for the practicing poet*. Gardiner, ME: Tilbury House.

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

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*. New York: Scholastic and National Council of Teachers of English.

**Materials:** Writing notebook (see Kowit, page 5, "Buying a Notebook"), **due January 15**.

Photocopy of TB test results no older than June 2012, **due January 22**.

A magnetic or style 2 button produced by the LRC bearing your professional name (e.g., *Ms. Green*), **due January 22**.

**Course Description:** Now that you have accomplished admission to teacher education (if you are an undergraduate English education major) or admission to the alternative masters certification program (if you are a graduate student earning your certification to teach secondary English in Alabama), this semester is the first three months of the 9-month apprenticeship as an English teacher that culminate with your full-time student teaching.

Formal organization of CTSE 4150 will be as follows:

- Professional reading and study, including
  - Responsibility for leading discussion of professional reading and study during one or more class sessions. (Score of 1-4 on the dimension of the ELA PWS of "Teaching and Debriefing of One PWS Lesson" posted to Tk20 toward your Alabama secondary English licensure as well as calculated into your course grade.)
  - Responsibility for observing and scoring discussion facilitation by classmates during one or more class sessions.
  - A weekly five-page paper (due each Thursday except weeks when another major assignment is due) *abstracting and analyzing* what you (provisionally) define as principled practice in the domain of literary study. To develop your principles in each of these weekly papers, you must dig deep in the common readings for this course to *synthesize* your professional reading and study, your coursework in English and education, your previous and current personal experience, and what might be your future practice.
  - A midterm examination approximately **March 5**, and a final examination **May 3, 8:00-10:30 a.m.** (The gist of each of these

written examinations will be provided one week in advance, but not the specific test items. The examinations will be closed book, no notes.)

- Being and becoming a teacher of writing who writes (writings with literary qualities).
  - Responsibility for writing an ELA lesson design for and teaching morning writing during one or more class sessions. (Score of 1-4 on the dimensions of the ELA PWS of “Teaching and Debriefing of One PWS Lesson” and “Reflection” posted to Tk20 toward your Alabama secondary English licensure as well as calculated into your course grade.)
  - Responsibility for observing and scoring classmates’ teaching of morning writing during one or more class sessions.
  - Responsibility to be on time and prepared for writing response sessions and for writing reports on those writing response group sessions that meet outside of class.
  - Responsibility for writing an ELA lesson design for and teaching an appropriate convention of standardized edited academic English and/or syntax or other approved craft lesson during one or more class sessions (Score of 1-4 on the dimensions of the ELA PWS of “Teaching and Debriefing of One PWS Lesson” and “Reflection” posted to Tk20 toward your Alabama secondary English licensure as well as calculated into your course grade.)
  - Responsible for observing and scoring one or more of your classmates’ teaching of an appropriate convention of standardized edited academic English and/or a syntax or other literary craft lesson.
  - Description, analysis, and interpretation, including one or more reader checks, of a high school student’s experience and accomplishment in the domain of literary study (Score of 1-4 on the dimension of the ELA PWS of “Analysis of Student Declarative and Procedural Knowledge in the Domain of Literary Study” posted to Tk20 toward your Alabama secondary English licensure as well as calculated into your course grade). Due approximately **March 7**.
  - Portfolio as a teacher of writing who writes (3-5 artifacts of your writing (writings with literary qualities) during this course; conceptualization of being a teacher of writing who writes (writings with literary qualities), explicated by written reflection on the artifacts of your writing that you selected; and a five-day curriculum unit that is coherent with the artifacts you selected, your written reflection on those artifacts, and your

conceptualization of being a teacher of writing who writes and with the principles developed throughout your weekly papers on your professional reading and study). (Score of 1-4 on the dimension of the ELA PWS of “Planning of Five-Day Curriculum Unit” posted to Tk20 toward your Alabama secondary English licensure as well as calculated into your course grade as well as calculated into your course grade). Due approximately **April 11**.

## Course Aims

Principled practice in the domain of literary study:

- Demonstration by apprentice grades 6-12 English teachers of understanding of organization of the secondary English classroom as an inviting and generative environment for writing
- Demonstration by apprentice grades 6-12 English teachers of understanding of wise practice designing curriculum in the domain of literary study in the audit culture that surrounds and suffuses U.S. public secondary schools (e.g., Common Core Standards, Alabama Graduation Examination)
- Demonstration by apprentice grades 6-12 English teachers of understanding of wise practice reflecting during and after teaching
- Demonstration by apprentice grades 6-12 English teachers of understanding of wise practice assigning summative course grades of A, B, C, D, F
- Demonstration by apprentice grades 6-12 English teachers of understanding of wise practice facilitating whole-class discussion
- Demonstration by apprentice grades 6-12 English teachers of understanding of wise practice teaching conventions of standardized edited academic English and literary craft
- Demonstration by apprentice grades 6-12 English teachers of understanding of wise practice teaching academic vocabulary in the domain of literary study
- Demonstration by apprentice grades 6-12 English teachers of wise practice analysing and interpreting declarative and procedural knowledge of a high school student (i.e., abstraction, analysis, and evidentiary reasoning by the apprentice grades 6-12 English teacher that are thorough, reflective, reflexive, consequentially valid, and well-argued).
- Demonstration by apprentice grades 6-12 English teachers of their invention and revision of productive iterations of (provisional) systematic conceptualization of wise practice in the domain of literary study (i.e., iterative syntheses of complex, contradictory, and rich current

published pedagogical content knowledge (i.e., Burke 2013, Kirby & Crovitz 2013, Smith & Wilhelm 2010, and assigned article-length common readings), integrating into those syntheses of extensive professional reading and study (1) substantive synthesis of the content of the apprentice teacher's program of study in English and education, (2) specifically rendered lore that the apprentice teacher becomes aware s/he has taken up and what individual experiences underlie that lore, and (3) specification of what might therefore be the apprentice teacher's future practice and reasoning for that speculation.

- Access among secondary English students who range along a continuum of previous achievement in writing (writings with literary qualities) in English to intellectually authentic invention and revision of ongoing works with literary qualities
- Access among secondary English students who range along a continuum of previous achievement in writing (writings with literary qualities) in English to intellectually authentic reading with a writer's eyes
- Access among secondary English students who range along a continuum of previous understanding of academic vocabulary in the domains of literary study and of secondary English education to intellectually authentic use of academic vocabulary in those overlapping domains
- Access among students who range across a continuum of previous achievement on control of conventions of standardized edited academic English and who range across a continuum of previous achievement on appropriation of methods for teaching those conventions to control of conventions of standardized edited academic English and, in the domain of secondary English education, to wise practice for teaching those conventions
- Wise practice among the apprentice grades 6-12 English teachers in their interactions with the secondary English students who are the apprentice teachers' writing partners regarding (1) the apprentice teachers' unspoken and spoken framing of their secondary school writing partners, (2) the apprentice teachers' language in interaction with their secondary student writing partners, and (3) ways that interaction processes in secondary English classrooms (often with good intentions on the part of the teacher) reproduce and legitimize inequalities between whole groups of people in the wider society

### **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 announced during class. You are responsible for the reading schedule and due dates for assignments announced during class.

### **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.

### **Expectations and Policies:**

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.

**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 Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

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 or phone my office.

To discuss an absence, see me during office hours or check with me by email. (See below, "Make-up work.")

A single absence will not alarm me; repeated absences will, especially for students who are so near to internship. Being present—and involved—are the signs of maturity and professionalism.

**Tardies.** Make every effort to be on time for class in Haley. Coming in late, no matter how quiet you try to be, will be a disruption. Again, a single tardy will not set off alarm bells; a pattern of tardies will.

**Absences from fieldwork at LHS.** You must make every effort to be present, and on time, in your assigned location on fieldwork days. If you are ill, however, you must contact one of your classmates so s/he can let the teacher know, plus you must contact me. You are also responsible for 1) getting a classmate to substitute for you (if you are responsible for work with a secondary school student or students) and 2) making up the missed field day *on your own time*.

**NOTE:** Being tardy to LHS 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 Student eHandbook, you are the one responsible for initiating make-up work for an excused absence.

**Note:** 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 start of class on the specified due date.

**Note:** 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.

**Accommodations.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. If you have not established accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096.

### Contingency Statement

If there is an emergency and I am to be absent from class, I will make every effort to send you an email message ahead of time (or have one sent to you by a department assistant)

If the university closes for emergency or crisis situation, I may have to modify the syllabus, the course plans, and other assignments. If this happens, I will replace the original syllabus with one having an addendum. I'll do the same to assignments already published.

### Evaluation (i.e., grading):

1. Your assignments will be scored as follows toward your final grade on whichever of the categories under #4 below best applies:

4.0	A	More complex content
3.0	B	Target learning goal
2.0	C	Simpler content
1.0	D	With help, partial success at score 2.0 content and score 3.0 content
0.0	F	Even with help, no success

2. You may resubmit a second draft of any assignment, which will be scored as follows:

Score on second sub- mission:	Score on First Submission					
		4.0	3.0	2.0	1.0	0.0
	4.0	4.0	4.0	3.0	2.0	2.0
	3.0	3.0	3.0	2.0	2.0	1.0
	2.0	2.0	2.0	2.0	1.0	1.0
	1.0	1.0	1.0	1.0	1.0	0.0
	0.0	0.0	0.0	0.0	0.0	0.0

As you can see, this resubmission and rescoring system is constructed in such a way that no matter how poor the original submission, a resubmission could bring it up to a passing grade, but it also ensures that the better the first submission is, the higher the final grade will be.

3. Your summative score on each of the three categories listed under #4 below will **NOT** be an average or a weighted average of all of your scores in that category (*standards-referenced* evaluation). Averaging makes sense only if no learning occurs from assignment to assignment within a category or if scores measure very different things.

The final grade for each category will represent *standards-based* evaluation: in other words, your accomplishment in that category as of the conclusion of the course. Your summative score for each category in #4 below will be the most reasonable representation of your final status within that category at the particular point in time of May 4.



All available information about your status within each category will be used to determine your final status: For example, I will regularly score whether your work has improved compared to the week(s) before, stayed about the same as the week(s) before, or declined compared to the week(s) before.

But why not simply use your midterm or especially your final exam score, then, for each of the three categories of the course? Well, all assessments contain error, and one has to take that error into consideration when interpreting any single score as an estimation of a student's true status (or true score) at any point in time. Obviously, your formative score based on a detailed final examination receives more weight in determining your summative score than would previous formative scores. You'll track your own progress during the semester on a simple handout for each of the categories of how English teachers know, become more expert, and behave under #4 below.

4. Your final course grade will be calculated as the weighted average of your summative score (on the scale above of 0.0-4.0) on each of the three following categories:

Professional reading and study	50%
Practice as a writer and PWS	25%
Teaching and scoring of classmates' teaching (morning writing, discussion facilitation, and teaching of conventions/craft)	25%