# Course Syllabus

# Spring 2018

**Course**: CTSE 4150, Teaching English Language Arts I

 Haley Center 2461, 8:00am-10:45am, Tuesdays & Thursdays

**Instructor**: Latasha Warner

**Prerequisites:** Admission to Teacher Education

**Office**: 5009 Haley Center

**Email address**: hamillb@auburn.edu

Email is the best way to contact me. Please allow up to 24 hours (though I will generally check emails at least once in the morning and once in the afternoon/evening) for responses to emails sent and received M-F 7:30 am to 4:30 pm. Emails sent Fridays after 4:30 pm and up to Monday before 7:30 am may not be responded to until Monday; however, I will do my best to check emails at least once over weekends.

**Office hours**: On class meeting days, office hours will be **after class from 11 a.m. to 12:30 p.m.** Other hours by appointment. On lab days, I will generally not be on campus, but will be able to meet virtually by appointment. I will notify the class ahead of time of any disruption in office hours.

**Virtual office:** Via FaceTime or Zoom, by appointment.

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**Texts:**

There will be two types of course texts: common readings and individually-selected readings.

Common readings: These will be posted in Canvas in the appropriate week’s module.

Individually-selected readings: You will be responsible for selecting journal articles to read throughout the semester. All journal articles must be from NCTE journals.

Suggested additional readings will be posted in Canvas.

**Course Goals:**

As prospective teachers, my intention is for you to leave this course being able to

1. Describe the complexities of being an English teacher.
2. Create an environment in which students’ interpretations are at once respected and challenged (when called for) and where students (and you) are encouraged to view texts from a variety of perspectives.
3. Select a variety of texts (materials and resources)—print and nonprint; literary and nonliterary; textbooks and trade texts; multimedia—which are appropriate for students from diverse backgrounds and with different skill levels and which are fitting to educational goals developed from standards set by local, state, national and professional agencies.
4. Develop instruction using the Common Core State Standards.
5. Plan lessons using backwards planning design principles.
6. Plan appropriately for individualized, self-paced, and self-selected reading.
7. Learn about and incorporate multiliteracies and multimodality into your reading and writing instruction.
8. Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in your teaching of the English language arts.
9. Vary your teaching roles such as instructor, facilitator, coach, listener, and evaluator.
10. Alter your teaching plans appropriately based on student responses, teacher observation, formal and informal assessment, and general reflection.
11. Use a variety of informal and formal means of assessment and evaluation.
12. Exhibit general knowledge on several topics related to the teaching of English Language Arts.

# Expectations & 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/assignments.

Class Meetings

**Attendance and Participation:** Each student is expected to attend each class and participate in discussions and class activities. Students’ participation in class activities and discussions will help students build knowledge together and explore various aspects of the readings/assignments to apply them to their own future teaching. In order to participate, students must be present and have completed the assigned readings.

**Excused Absences for Class Meetings:** As this course will rely heavily on each student’s contribution to course content, it is in your best interest to attend all class meetings. Do your best to schedule any appointments outside of our course meeting times. If you must be absent, please understand the university considers only 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). “I didn’t know that wasn’t an excused absence” is not acceptable.

If you have to 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 such as illness, so, too, you must notify me as soon as possible for an emergency absence such as illness. Send me an email. Do not rely on having a classmate notify me of your absence. To discuss an absence, see me during office hours or check with me by email.

**Unexcused Absences for Class Meetings:** Absences that are not considered excused according to university guidelines will be marked unexcused. As we are all adults and life happens, you are allowed one unexcused absence with no penalty. *Additional unexcused absences, up to two, will result in a 5-point grade deduction from your final course grade.* In other words, if you accumulate two unexcused absences, your final course grade will reflect a 5-point grade deduction; if you accumulate three unexcused absences, your final course grade will reflect a 10-point (one letter) grade deduction. Four or more unexcused absences will result in a failing grade for the course.

**Tardies:** Class begins promptly at 8:00 a.m. My philosophy is being on time means you are late. 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, we are all adults and life happens; therefore, a single tardy will not set off alarm bells; a pattern of tardies will. *Three or more tardies will result in a 5-point grade deduction from your final course grade.*

**Extenuating Circumstances:** In the event that you experience extenuating circumstances, such as a death in the family or illness resulting in hospitalization, please contact me as soon as possible to discuss course arrangements. Life happens, and, unfortunately, it often happens when we least expect it or at the absolute worst times. I cannot help or make modifications for you if I do not know that you are experiencing extenuating circumstances.

On the flip side of this, though, are simple poor planning and/or procrastination. These do not warrant extenuating circumstances.

Lab Days/Fieldwork

The Alabama State Department of Education requires you to have 30 hours of fieldwork time during this course for certification. Specific class meeting dates have been set aside as lab days in order for you to meet this requirement. \*Please note-if personal reasons or scheduling conflicts do not allow you to attend the scheduled lab time (8-10:45 am), you are responsible for ensuring you work with your teacher and placement school to meet the required number of hours.

**Time Log:** Each student will keep a time log and record his/her arrival and departure time for lab days.

**Absences from fieldwork:** You must make every effort to be present in your assigned classroom on fieldwork days. If you are ill, however, you must 1) contact the school office and leave a message for the teacher, 2) email the teacher AND copy me on the email, and 3) notify your field teammates so they may deliver the message to the teacher. You are also responsible for 1) getting a teammate to substitute for you (if you are responsible for teaching that day) and 2) making up the missed field day *on your own time within one business week of the date missed*. Please complete and submit to me the verification form documenting that the missed day has been been made up. This form will be available in Canvas and should be submitted within 24 hours of making up the day.

**Tardies from fieldwork:** Be on time. Being tardy is a disruption and is unprofessional behavior. Being on time does not mean you are pulling into the parking lot or parking your car at 8:00 a.m. It means you are in the classroom and ready to start at 8:00 a.m. In order for you to meet certification requirements, as noted above, this course requires you to meet 30 hours of fieldwork time. Being tardy takes away minutes from those required hours. You may think being five minutes late isn’t significant, but if you are five minutes late for each of the 10 lab days, that’s a total of 50 minutes lost; this also results in you not meeting the required number of hours. Again, life happens, so you are allowed one tardy of up to 15 minutes. Additional tardies or any tardy over 15 minutes will require you to make up that missed time *on your own time within one business week of the tardy.* Time made up due to tardies must be submitted to me using the verification form through Canvas within 24 hours of making up the time.

**Course Work**

As future teachers, it is expected that you exhibit characteristics of professionalism, which include adhering to all deadlines/due dates for assignments and completing all readings as assigned.

**Submission of Assignments:** All assignments must be submitted through Canvas according to the date/time specified on the course schedule, unless otherwise instructed. Submitting assignments electronically eliminates any questions about whether the assignment was submitted or not. It is your responsibility to submit any assignments on time and to verify that the assignment was submitted. Issues with computers, storage devices, etc. are NOT valid reasons for missing due dates. Be sure to save your assignments to multiple places. Waiting until the last minute to submit an assignment is also not a valid reason for missing due dates. Should you attempt to submit an assignment to Canvas without success, you should print a copy and bring it with you to class to turn in to me. If an assignment is due on a day we do not have a class meeting, then email it to me. Always plan ahead! Do not come to class, inform me that you could not submit the assignment, and request to leave class to print it. All assignments should be composed as a Word document (.doc or .docx) unless otherwise specified. Files should be submitted as either a Word file (.doc or .docx) or a PDF file (.pdf) unless otherwise specified. Files that are unable to be opened or unable to be read are unable to be graded and will receive a grade of zero (0). Therefore, it is your responsibility to ensure the correct format type is used for all assignments.

If you need help with Canvas, please go to <http://wp.auburn.edu/biggio/canvas/student-help/> or call the OIT HelpDesk at 334-844-4944. For more information about the OIT HelpDesk, visit <http://www.auburn.edu/oit/helpdesk/>

**Assigned Readings:** We may or may not discuss each assigned reading; however, it is your responsibility to complete all readings as assigned and be prepared to discuss them in class. I expect you to utilize the information from the readings and apply them to course assignments. Quizzes may be given at any time over the assigned readings. All reading assignments should be read by the beginning of class time on the date specified in the course schedule. Not completing the reading assignments will prevent you from being an informed participant of class discussions and in-class assignments.

**Make-up work**. If you are absent when an assignment is due, you are still responsible for submitting it on time and for finding out about material presented in class. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence. Therefore, if you have an excused absence and missed in-class assignments, please contact me within 48 hours to make arrangements for completing and submitting these assignments. If you have an unexcused absence, I encourage you to contact me to complete the assignments. You may complete these assignments for your own benefit and to help with future assignments; however, any in-class assignments collected for a grade may not be made up if your absence is unexcused.

**Late work**. I expect all assignments to be submitted on time; therefore, I do not give full credit for work turned in late. Assignments submitted late will be accepted; however, the following stipulations apply.

--If your assignment is submitted one minute late up to 11:59 p.m. on the due date, you will

receive half of one letter grade (5 points) deducted for that assignment.

--If your assignment is submitted anytime on the date following the due date (one day late), you will receive one letter grade (10 points) deducted for that assignment. This means if your assignment earned an A, the highest grade you will make is a B due to it being late.

--If your assignment is submitted two days late, you will receive two letter grades (20 points) deducted for that assignment. This means if your assignment earned an A, the highest grade you will make is a C due to it being late.

--No assignments will be accepted after the second day of being late.

**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 e-mail. If you have not established accommodations through the Office of Accessibility, but need 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 departmental assistant). If the university closes for an emergency, crisis situation, or weather, I may have to modify the syllabus, the course plans, and other assignments. If this happens, I will replace the original assignment schedule with one having an addendum. I’ll do the same to assignments already published.

**Course Requirements/Evaluation:**

Your final course grade will be determined according to the following assignments:

-Invitation to Write and Daybook Writing/Defense 20 points

-Annotated Bibliography Entries/Presentation of Readings 25 points

-Lesson Plan/Teaching Demo 10 points

-Unit Plan/Teaching Demo 20 points

-Contribution to Course Content/Course Participation 15 points

-ePortfolio Work 10 points

**Grading Scale (total points possible=100):**

**A** 89.5-100

**B** 79.5-89.4

**C** 69.5-79.4

**D** 59.5-69.4

**F** 0-59.4

**Invitation to Write and Daybook Writing**

*Invitation to Write*

We will begin every class by writing. During the first class meeting, I will provide a writing prompt and invite you to write on the topic/question. Beginning with the second class meeting, it will be your turn to prepare and provide an invitation to write at the beginning of class. Each class period, we will have two invitations to write from two different students. You will then have the option of which invitation to accept and write about during the first 10-15 minutes of class. Each student will sign up for two dates to be responsible for the invitation to write. As you select and prepare your invitations to write, please focus on prompts/topics/questions/etc. that encourage critical thinking, analysis, deep reflection, etc and that are related to the teaching of English Language Arts. After each writing period, students may share to ignite discussion. You will keep this writing in your daybook.

*Daybook Writing/Defense*

Each class session, we will add to our daybooks in some form. You will also be asked to add to your daybook outside of class using specific assignments and/or prompts. The last week of the class, you will present a defense of your daybook. More information on the daybook and the defense assignment will be provided.

**Annotated Bibliography Entries/Presentation of Readings**

Our course text will be compiled by you. Each class meeting, we will “cover” a minimum of two topics.

For each topic, there will be a common reading selected by the instructor.

In addition, you will be responsible for locating and reading an appropriate journal article on one topic each week. These articles must come from journals published by NCTE. During the time allotted for that topic in class, you will be responsible for informally presenting that article as appropriate during our class discussion of the topic.

For the common reading(s) for that week and the article you select, you will prepare an annotated bibliography entry, using guiding questions provided by the instructor. At the end of the semester, each of you will have a resource of annotated bibliographies on a variety of topics relevant to teaching English Language Arts.

**Lesson Plan/Teaching Demo**

During the first two weeks of the course, in pairs, you will create a lesson plan for teaching a poem or short story selected by the instructor. You will conduct a teaching demonstration using your created lesson plan.

**Unit Plan/Teaching Demo**

In pairs, you will create a unit plan for teaching a Shakespeare play. Your unit plan must incorporate instruction in grammar, contemporary aspects (to Shakespeare), and contemporary aspects (to us). You will conduct a teaching demonstration using your created unit plan.

**Contribution to Course Content/Course Participation**

Sharing thoughts/ideas/confusions/frustrations from the readings, course assignments, field experience, etc. are a necessary and important aspect of this course. Each of you will be reading a variety of articles and will experience different situations in your field placements. Contributing to the course content by sharing and discussing this information with each other will allow each of you to broaden and deepen your knowledge on being an English teacher. Course participation includes active engagement and interaction during class meetings and on class assignments (whether graded or not), thoughtful and reflective responses to each other’s teaching demonstrations (both in class and in field placements), regular use of Twitter as a professional platform, and actively working towards the development and growth of your teacher persona.

**ePortfolio Work**

One of the culminating assignments in the program is the ePortfolio. The English Education ePortfolio is a summative portfolio that you build across courses and finish during your internship. Persons in this class are at different stages of creating their ePortfolio, so the assignment will be differentiated.

If you have not started your ePortfolio, you can expect to work on your teaching resume, statement of teaching philosophy, and begin developing your website.

If you have started your ePortfolio*,* you can expect to continue working on materials developed in prior courses *and* to compose/design a self-selected artifact + reflection. Completed individually.

In general, you will be instructed on ePortfolio through reading and discussing existing ePortfolios, drafting and workshopping key materials (teaching statements, artifact designs, reflective writing), and by experiencing design and technology presentations from the Office of University Writing. In Canvas, you will find an “ePortfolio” support folder with key assignment descriptions, handouts, and models.

**A Note on the Course Schedule**

Up to the time you begin your field placements, this course will meet every Tuesday and Thursday. Once field placements begin, we will meet on an alternating weekly schedule (with the exception of a few weeks due to Spring Break). My hope in doing this is to allow you to experience more continuity in observing lessons as well as to observe the flexibility needed as a teacher on various days of the week. In addition, it is my hope that you, once you teach during your field placement, will be able to see more immediate effects on your teaching strategies and be able to identify ways to improve, which is much more difficult to do if you see students only once per week. This same logic should prove useful to our class meetings in that we will be able to continue addressing topics that need to be addressed within the same week rather than having to wait an entire week to do so.

It is imperative that you keep up with which days we have class meetings and which days are designated as lab days.

**A Note on Field Experience**

It is very important that you arrive on time to your placement, dress professionally, and come prepared to observe and/or participate as a teacher. Be in dialogue with your teacher about your role. I want you to be involved as much as possible in their classrooms; I will communicate this desire to your teachers but you must also emphasize that you want to be involved. Additionally, you must be a trustworthy apprentice. Expect to help students individually, grade student work, lead small group discussions or workshops, lead whole-class activities, and otherwise plan and lead instruction for literature, reading, writing, and language learning. We will discuss this in much richer detail as the time for field experience approaches. Keep in mind that when you are out in the schools, you are representing Auburn University, this department, yourself, your classmates, and me. Your professionalism really, really matters. Also, many of you may be placed at these same schools during your internship. You may think students, parents, teachers, administrators, etc. will not remember you and they may not; however, if they do and you didn’t display professionalism throughout this semester, you’ll be starting off that semester on a negative note. This matters to your future!

*Badges:*You can obtain your practicum badge in the TigerCard office for $5.00. Anytime you are in the field, you must wear your practicum badge. This is not only part of being professional, but it’s also important to the safety and security of the school and the people in it.

**Tentative Course Schedule**

*Class Meeting Dates*

Week One: Jan. 11

Week Two: Jan. 16 and Jan. 18

Week Three: Jan. 23 and Jan. 25

Week Four: Jan. 30

Week Five: Feb. 6 and Feb. 8

Week Seven: Feb. 20 and Feb. 22

Week Nine: March 6

Week Eleven: March 20

Week Twelve: March 27 and March 29

Week Fourteen: April 10

Week Fifteen: April 17 and April 19

Week Sixteen: April 24 and April 26

*Lab Dates*

Week Four: Feb. 1

Week Six: Feb. 13 and Feb. 15

Week Eight: Feb. 27 and March 1

Week Nine: March 8

Week Eleven: March 22

Week Thirteen: April 3 and April 5

Week Fourteen: April 12