# Course Syllabus

# Spring 2025



“If we are not doing equity, we are not doing education” (Cornelius Minor)

“The best thing about teaching is that it matters. The hardest thing about teaching is that it matters every day” (Carol Yago)

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

Haley 2213

8:00-10:50 MW

**Instructor**: Dr. Mike Cook, Associate Professor of English Education

**Prerequsites:** Admission to Teacher Education

**Office**: 5056 Haley Center

**Phone**: 844-4415 (office); 828-320-0917 (cell)

**Email address**: [mpc0035@auburn.edu](mailto:mpc0035@auburn.edu)

Email is the best way to contact me. I will do my best to respond within 24 hours.

**Office hours**: 11:00-12:00 Mon. & Wed**.** Other hours by appointment. We can also visit via phone or skype, depending on the issue.

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**Course Texts:**

Germán, L.E. (2021). *Textured teaching: A framework for culturally sustaining practices*. Heinemann.

Milner, H.R., Cunningham, H.B., Delale-O’Connor, L., & Kestenberg, E.G. (2019). *“These kids are out of control”: Why we must reimagine “classroom management” for equity*. Corwin.

King, T. & Donovan, N. (2021). *Borders*. Little, Brown & Company.

Wilkerson, I. (2023). *Caste: The origins of our discontents* (adapted for young adults). Penguin Random House. 9780593427972

\*Alabama ELA Course of Study

\*NCTE Teacher Preparation Standards

\*Key to your success as a teacher is to know standards. You are expected to familiarize yourself with these.

For all readings, please bring a copy of the text to class (physically or electronically) without resorting to using your smartphone.

Additional readings will be provided.

I also encourage you to become student members of NCTE and consider subscribing to one of their journals (English Journal is great for high school and Voices from the Middle is excellent for middle school)

* Student Membership: $25.00
* Student fee for journals: $12.50

**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.

**Student Learning Outcomes:**

NCTE Teacher Preparation Standards (2021)

Standard 1: Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction to engage grade 7-12 learners in ELA.

Standard 2: Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.

Standard 3: Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.

Standard 4: Candidates implement planned coherent, relevant, standards-aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.

Standard 5: 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.

**Assessment**

Let me open with this: I believe that grades generally get in the way of learning. This, of course, has consequence for teaching, for student growth, for our democracy, and (I might add) for humanity. As a result, “grading” in this class may be radically different than traditional approaches to assessment of learning.

While final course grades are unavoidable (Auburn requires that you each receive a letter grade), your individual and group work will NOT receive grades. But…and this is key…there are a few **requirements you will have to meet for your assignments to be officially “turned in.”** In other words, final assignments will not be considered accepted (and turned in) until all rounds of required revision have been successfully/adequately completed. Requirements for each assignment include, but are not limited to:

* Submitting initial drafts on/by relevant due dates
* Engaging in required revisions (sometimes multiple rounds) and resubmitting on/by relevant due dates
* Participating fully in all ungrading/assessment methods throughout the semester (both assessing yourself and your peers)

To that end, this semester we will utilize a **Grading Contract**. Because completing all assignments, components, etc. of this course, along with maintaining regular attendance, is the threshold for succesfully meeting our baseline course objectives, doing so will constitute a ‘B’ final grade for our class. You will each, however, have the opportunity, as part of your mid-semester conference, to amend your contract to receive an ‘A’ for your final grade. This amendment will involve you co-negotiating two additional ways to engage the course and grow as ELA teachers. We will talk more about this early in the semester.

See Syllabus Appendix for the grading contract we will use for this course. I will meet with each of you to discuss and sign these.

**Key Features of the Grading Contract Approach:**

* Student writing and assignments are not graded for quality, although quality is regularly discussed and a focus of required revision.
* Grades are not assigned to individual assignments. Instead, the final grade is tied to the contract covering your work for the entirety of the semester.
* Students receive verbal and/or written feedback on their ideas, drafts, and individual assignments. This feedback is formative in nature and intended to drive revision and future learning, not to justify or explain a grade.
* Higher final course grades are the result of completing more contracted work. This is intended to increase and deepen learning experiences for students.
* The instructor will keep track of student work and learning by recording attendance and assignments as complete, incomplete, missing, or late. Students will also document their progress toward contract requirements and clearly articulate how and where they met each requirement in their final process letter.
* Contract grading allows all work for class to be treated as equally important and avoid creating often problematic work/assignment hierarchies.
* Students clearly understand expectations and pathways to various final letter grades and have a clear understanding of where they stand at any moment during the semester. Students, thus, have more agency and access to the grade they want.
* There is space for varying levels of teacher-student negotiation of final grades. This is to provide students with ownership over contract components and to account for extenuating circumstances and should take place as face-to-face conferences.

The real idea here is to remove grades as a barrier to learning and growth and to make your experiences in this course more about learning itself and about developing as teachers, and not about the grade. Designing instruction and teaching are iterative processes, those we never master but use experience, feedback, and even failure to develop and get better. Thus, grading individual assignments is inauthentic in this course (and I might argue in any course). I want you to grow as ELA teachers and as people tasked with providing relevant, equitable, and just educational experiences to your future students. I want you (and your future students) to focus on something other than competition and about focusing on what one needs for an ‘A’. Instead, I want you all to focus on what you need to do to improve and to grow. And I want to make your learning and your development as teachers humane and useful.

**The Caveat:** I, of course, recognize that going gradeless, in addition to being learning centered, rigorous, and humane, is complicated, especially in K-12 classrooms where many grading policies are thrust upon teachers. And…I want to be sensitive to that and do all I can to prepare you to ungrade and/or decenter grades in such traditional classroom contexts. We will talk about several ways to make this approach to assessment part of a traditional grades classroom, and I/we will model a different way to assess student learning and provide the school what they require without going the traditional route of teacher-to-student grading.

We’ll be talking quite a bit about this throughout the semester, and I look forward to your thoughts and perceptions. \*I am more than happy to schedule time to chat with any of you if you have questions or concerns.

**Note:** During the first two weeks of the semester, we will collaboratively establish our shared expectations for this course—e.g., classroom norms, individual and shared goals, accountability, etc. I believe this should be a team and democratic effort, and I hope this serves as one example of how you can include your future students in such discussions and classroom policy development. Among the policies we will establish together are:

* Classroom norms
  + Discussions—creating a supportive and critical space for difficult and complex issues
  + Accountability
  + Creating space for and talking about race
  + Language

After we collaboratively create these policies/expectations, I will add them to the syllabus and share a final version with each of you.

**Collaborative Classroom Policies**

To be added…

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**Course Requirements/Evaluation**

**Class and Online Participation**

**Clinical Experiences**

**Teaching Drama**

**Teaching Demonstrations**

**Responses to Teaching Demonstrations**

**Collaborative Instructional Design**

**Collaboratively Designed Unit Plan**

**Collaborative Methods for De-Centering Grading**

**Positionality Statement**

**COAR Social Action Project and Unit Plan Framework**

**ELA Program Common Book Discussions**

**30 Minutes of Choice Reading**

**Conferences**

**Class & Online Participation**

As this class will work like a Professional Learning Community (PLC), you will be expected to contribute meaningfully to all readings, topics, and content. Your participation in class activities, whether face to face (in class and on Zoom), in asynchronous assignments, and through CANVAS discussions will help you build knowledge together and explore various aspects of the readings to apply them to your own future teaching. In order to participate, you must be present (both physically and cognitively) and have completed the assigned readings, bringing each with you to relevant class meetings. Ongoing failure to meaningfully contribute to class activities and collaborative knowledge and/or to attend class may result in action plans or other necessary steps.

**Clinical Experiences**

Classroom visits will begin early around early February and will continue through approximately mid-April. To ensure you get a range of experiences, you will have two placements—one for the first half of the semester and another for the second half. During your classroom visits, you are expected to comport yourself professionally – which means *being* *on time; dressing appropriately; coming prepared to observe and/or participate as a teacher; being in dialogue with your teacher about your role; staying off your phones/devices*. As part of your Clinical Experience, you will often perform as a teacher. You may begin your fieldwork by doing more observation than teaching; this is normal (even for Clinical Residency). You will, however, have opportunities to: help students individually, grade student work, lead small group discussions or workshops, lead whole-class activities, and/or otherwise plan and lead instruction for literature, reading, writing, and grammar. Keep in mind that when you are out in classrooms, you are representing Auburn University, this department and program, your classmates, and yourself. Your professionalism really, really matters.

The Alabama State Department of Education requires you to have a diversity of clinical experiences across your time in the program. Toward that end, as part of CTSE 4150 you will complete at least 50 hours in local schools. I have done my best to set specific class meeting dates aside as “lab days” in order to help you toward meeting this requirement. We have also worked hard to ensure you have ample time for completing clinical experience hours on Fridays. That said, a significant amount of outside of class time will be required to complete your hours. \*Please note: You are responsible for ensuring you complete all required hours, as they are non-negotiable. You are responsible for working 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 from school placements. These will be signed/initialed by you and your teacher. More to come on this.

**Other Requirements for Clinical Experiences:**

* Be on time. Being tardy is a disruption and is unprofessional behavior.
* It is also vital you work with your teacher to create and stick to a plan/schedule for your attendance. Knowing this information will help the teacher plan to involve you in classroom activities—it’s very difficult for them to do this if they do not know when you will be there.
* You should make every effort to be there regularly (rather than putting in a bunch of hours one week and not going back for another 2-3 weeks). It is also difficult for teachers to involve you if you are not a regular part of their classroom.
* Take a hard copy notebook with you for taking notes. You should NOT be on your phone, computer, tablet, or other device when in school placements.

**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 and as soon as possible for you and the teacher*.

I also ask that you each keep a **clinical experience journal**. As part of your clinical experience, you will keep a journal representing your in-the-moment thoughts and your after-the-fact reflections. The goal here is to promote observation, inquiry, and metacognition and to then use those to make sense of the teaching profession and of yourselves as teachers. Within your journals, you should note:

* Exemplar moments
* Questions you have
* Noticings
* Problems encountered
* Critiques and/or concerns
* And so forth

This should be a hard copy, tangible journal so you can take it with you each time you visit a classroom. You should bring this with you to all class meetings, as we will use your entries to further our discussions and learning together. In other words, you should always be prepared if asked to share from your journal to jumpstart or add to our in-class discussions. Note that I may ask for these from time to time.

**Teaching Drama**

Historically, teaching drama has proved to be a challenge for many ELA teachers. In fact, in many classrooms today we see echoes of long-held traditional approaches to teaching plays, often leading to disengaged, distinterested, and disconnected students. We’re going to focus explicitly on the teaching of drama, specifically looking at two ways (although we’ll discuss others) to use plays in the ELA classroom to foster critical thinking, social justice, and literacy/literary learning. You will be (1) attending or viewing a play and engaging in disciplinary discussions and activities intended to foster meaningful learning, (2) reading excerpts from a commenly taught play to interrogate our world and ourselves, and (3) experimenting with activities intended to engage students in studying drama.

1. Attending a professional production of a play or viewing a professionally published play: As part of our course, I am requiring you to attend or view one dramatic performance. We will talk together about ideas, possibilities, etc. Prior to seeing/viewing a play, however, we will consider directorial choices and the impact on audience members. More information to come.

2. Excerpts from a commonly taught play: In class, I’ll task you with critically questioning excerpts from Lorraine Hansberry’s *A Raisin in the Sun* and asking questions about racist housing policies in the 1940s-1950s and the ways those policies impact us today.

3. Experimenting with engaging drama activities: In class, we will try out and experience a range of instructional strategies for the teaching/study of drama.

**Teaching Demonstrations**

Beginning in the second half of the semester (approx.), we’ll focus each week on a different instructional strategy/pedagogy within ELA. As part of this, you will each create one classroom activity to lead us (your classmates and me) through that focuses on the strategy/pedagogy of that week. Your classmates and I will serve as your students, providing you time and space to try out ideas, to plan and implement instruction, to provide feedback, to reflect on and learn from your own teaching, and to explore the role(s) of teacher. Areas of focus are likely to include:

* Drama
* Poetry
* Class Discussion(s)
* Multimedia/Multimodality
* Writing

You will be responsible for selecting and assigning readings, activities, assignments, and so forth. As part of your planning, you will meet with me to discuss your plans, to ensure you have planned appropriately, and to make sure you have everything you need to facilitate your teaching demonstrations. Similarly, you will meet with me at the end of the semester to debrief and reflect on all of your teaching demonstrations across the semester. To prepare for this meeting, you are expected to reflect (in writing) immediately following each of your individual teaching demonstrations.

**Response to Teaching Demonstrations:**

You will also respond to the teaching demonstrations of others. After each demonstration, you will compose feedback, which you will share with your peers. Your feedback can include something you learned, ways the activity pushed your thinking as a future teacher, suggestions for fine-tuning, questions, and/or other critically-kind feedback. The goal here is to learn from and with one another and to promote meaningful reflection (which is where growth as a teacher takes place).

**Positionality Statement**

Positionality refers to where were are each located in relation to our/other various social identities (gender, race, class, ethnicity, ability, geographical location etc.); the combination of these identities and their intersections shape how we understand and engage with the world, including our knowledges, perspectives, and teaching practices. As individuals and as instructors, we occupy multiple identities that are fluid and dialogical in nature, contextually situated, and continuously amended and reproduced (Alcoff, 1988 ).

For this assignment, you will draw on your experiences from last semester (and from previous experiences) to reflect on the social identities you carry (e.g., race, gender, socioeconomic status, religion, citizenship, age, etc.) and the ways these identities influence your current teacher development and your future teaching practices and interactions/relationships with students. These statements should acknowledge potential biases and areas where you need to actively reflect and hold yourself accountable towards inclusivity, equity, and justice in your classroom.

This assignment requires each of us to think about how our positionality influences all aspects of our course design, delivery, and assessment, including:

* What is taught (content);
* How it is taught (practices and activities);
* What is evaluated and how (assignments, etc.).

As you prepare to enter your own classrooms, I invite you to **purposefully share** some of these reflections with your students to model reflexivity and intentionality and help foster a diverse and inclusive learning community that signals to students that  they all belong, have value, and offer unique perspectives.

Discussing your positionality with your students can be a great way to model reflexivity, especially as it relates to your teaching philosophy, research, and scholarship. Further, as argued by Harrington (2020) “reflecting on your positionality as an instructor can be a powerful strategy for student success, especially if you think about how your lived experiences shape what you do in the classroom and how those actions may or may not be supporting the success of students in your class who often have very different lived experiences.”

Here are some prompts that can help guide your statement:

1. What social identities—race, gender, sexual orientation, age, social class, religion, ability and so on—do I identify with and how significant is each identity to how I teach?
2. What type of training and experiences do I have? How have they shaped who I am professionally, and how might they impact how students relate to me and my teaching style?
3. Where do I know from? How was my discipline developed? What role did my discipline play in reifying dominant ideologies or worldviews? What role do I play in this work? In what ways do I challenge or divest from some of these practices? Why or why not?
4. What elements of my identity, experiences, and worldviews shape my:
   1. Teaching philosophy, course design, teaching practices, and content
   2. Research
   3. Scholarship

Your positionality statement should be approx. 2 double-spaced pages

Here’s a link to an article from *Inside Higher Ed* that may prove useful: [**Reflect on Your Positionality to Ensure Student Success**](https://www.insidehighered.com/advice/2022/01/26/successful-instructors-understand-their-own-biases-and-beliefs-opinion)

\*Much of the language used to describe this assignment is from Queen’s University

**Collaboratively Designed Unit Plan**

Throughout this semester, we will work together as a collective to design a unit plan that can be implemented in a secondary ELA classroom. The overlapping goals of this assignment are to (1) introduce you to the components and habits of mind that are part of instructional design and (2) introduce you to the power of collaboration in instructional design.

While this is a collaborative experience, we will all (each) be heavily involved. That is, we will delegate tasks, components, etc. to individual students (and/or pairs of students) and determine timelines and due dates for each. This will help ensure we progress at an appropriate pace and that we each are able to contribute in meaningful ways. For this unit plan to come together effectively, we must all do out parts and hold ourselves and one another accountable in critical and caring ways.

We will talk miuch more about this as we begin our semester together.

**Collaborative Methods for De-Centering Grading**

Similar to the collaboratively designed unit plan, we work together as a class/collective of peers to imagine, discuss, and design methods for and ways to radically de-center grades in your future classrooms, which will likely require you to submit grades (and even require the types of and number of grades you must submit). More to come…

**COAR Social Action Project and Unit Plan Framework**

As part of this course you will be tasked with identifying, researching, and addressing a social issue you deem important. This assignment will ask you to strike your own balance between actively engaging with the world as an individual and using your instructional design to engage your students outside the classroom. In other words, you will *do* and *teach*. See the COAR assignment sheet for more information. We’ll also talk in detail about this in class.

**ELA Program Common Book Discussions**

This semester, every Auburn ELA program course is including *Caste: The Origins of Our Discontents* as a required text (we will also be viewing a related documentary or film). In addition to reading the text, you are expected to attend at least one of our program-wide book discussions. 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 race/ism and antiracism in 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, March 31 5:00-7:00pm
* Friday, April 4, 9:00-11:00am

Location for both sessions: TBA

**30 Minutes of Choice Reading**

The final 30 minutes of each Wednesday class meeting will be set aside for choice reading. You are expected to bring something to read with you to class every Wednessday. This cannot be reading for another class (or required reading for this class). Instead, this is dedicated time for you to read something *you* want to read. We know that student choice in reading can go a long way toward reading engagement and enjoyment, and as teachers, we need to do this work as well—that is, it is vital we love reading if we have any hope of helping our students to. As part of choice reading, we will occassionally do brief booktalks, where we share with our classmates what we’re reading, a bit about its content (trying not to give too much away), and how/if/why we’re enjoying it. Sometimes the best book recommendations come from those we care about and those whose reading habits are different than our own.

Note: This is not “free time” to do homework or other activities but a requirement of the course. It can be difficult, especially as English majors, to find time to read for pleasure, so it’s important we all take advantage of this opportunity.

**Conferences**

One central part of the ELA classroom is the conference. To that end, we will utilize student-instructor conferences throughout the semester. While I’m happy to meet with each of you whenever you feel a conference would benefit you (don’t hesitate to contact me about scheduling a day/time), I will meet with each of you a minimum of three (3) times. Each conference should be student led, where you (1) talk with me about your progress in the course and in relation to our collaborative goals and the goals you set for yourself; (2) ask questions you have about individual assignments, noticings during clinical experiences, and/or your development as an ELA teacher; and (3) discuss your larger experiences in the course.

At various points throughout the semester, you and I will conference in two ways:

* Initial Conference During Weeks 2-3
* Mid-Term Conference During Week 8
* Final Conference During Exam Week

Please use the Conference Sign-Up document provided on Canvas to schedule your required conferences.

**Additional Assignments for Alternative Master’s Students**

**Additional Clinical Experiences**

While you will already spend quite a bit of time in area classrooms as part of this course, as alternative master’s students, I expect you to go beyond the hours gained by your undergraduate colleagues. To fulfill this expectation, you will need to spend an additional 15 hours (minimum) in classrooms, working with teachers and students. Please note that it is your responsibility to discuss and schedule these with teachers and complete them on your own time (i.e., above, beyond, and outside of our class time and related expectations).

**Problem of Practice—Practitioner Research Essay**

As part of your Clinical Experiences, including our discussions in class, you will identify a problem of practice in secondary ELA classrooms and teaching. After identifying the issue, you will work to identify potential solutions. You are welcome (and, in fact, encouraged) to enlist the support of the classroom ELA teachers you’ll already be working with as you consider solutions to the issue you’ve chosen. You will also dig into the scholarly literature to make a case for solutions. By scholarly literature, in this case, I refer to quality practitioner journals such as *English Journal*, *Voices from the Middle*, *ALAN Review*, and so forth. I am happy to talk with you about other titles. Using your work with teachers and your scholarly readings, you will compose a teacher essay in which you make your case for solutions. Please treat this as a research essay (include and appropriately cite using APA scholarly references and the intellectual property of others—namely the teachers you worked with). Your final product should be approximately 6-8 pages (not including references). I’ll meet with each of you to finalize topics, due dates, and other related requirements.

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**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.

**A Note on Shared Teaching Resources**

Although all educators are glad to share their teaching materials, for the purposes of academic integrity it is essential that you cite all uses and incorporation of materials that you obtain from others and turn in as class assignments or utilize in your own teaching. Acknowledgement is key in maintaining academic honesty.

**Recommendation**

Widen your circle of influence. Become a member of The National Council of Teachers of English (NCTE), the Alabama Council of Teachers of English (ACTE), the Literacy Research Association (LRA), or the International Literacy Association (ILA). Visit their webpages and view their resources. Like the facebook pages of these and related groups devoted to the teaching of English. Visit readwritethink.org or <http://www.nwp.org/> (National Writing Project) to find teaching resources.

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**Course Policy Statements:**

Attendance is expected of every student. Being a clinical resident and a teacher will require you to be physically and mentally present daily. Thus, the teacher preparation courses in this program expect the same of you. If you must miss class, please note the following: You should contact the instructor as early as possible (preferably prior to class but no later than the day following your absence). Part of this communication should include details of your plan for getting caught and moving forward. Note that you should also contact a classmate for material you miss.

All written assignments must be **submitted as Microsoft Word documents via Canvas** (unless otherwise specified) by the due date and time (my default is prior to the start of class on the day the assignment is due). Note: I offer a two-day grace period on major assignments. Any assignment turned in after 11:59pm on Wednesday (for assignments due on Monday) or Friday (for assignments due on Wednesday)—two days after the class period in which it is due—is considered late. For any assignment not submitted on time, it is the student’s responsibility for contacting the instructor (preferably prior to the due date you are about to miss) and clearly articulating a plan for how and when to complete and submit the assignment. 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. 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.

**Professional Dispositions**

**Note on technology use:** Refrain from using technology during class in ways that do not support your learning and 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.

**Email Correspondence:** As teachers, timely communication with students, administrators, parents, and so forth is important and expected. As teachers in training, I hold similar expectations for you. I will often use email to communicate with you (e.g., feedback on assignments, course questions, etc.), so it is necessary that you check your email daily. I expect you to respond to emails from me within 24 hours (if received on a weekday) or 48 hours (if received on a weekend).

**Attendance**

Integral to being a teacher is showing up, on time, well-prepared to engage with the students and the day’s lessons. In this class, we practice this professional ethic by showing up with required readings completed, participating meaningfully in class discussions/activities, etc., sitting with the discomfort that can accompany learning and growing, and serving as critical colleagues to one another. Absences are antithetical to this ethic. Thus, excessive absences will impact your grade and reflect negatively on the professional dispositions necessary to progress into teaching. **Because this class meets twice per week, I consider anything over two (2) absences to be excessive, thus impacting your grade.**

Should you need to **miss a class**, you will do what professional educators must do and inform me of your absence *before*the class meeting and, of course, make arrangements to meet with me to see what you’ve missed. Excessive absence will jeopardize your ability to succeed in this course.

I do follow Auburn University’s excused absence policy; you can find it at [www.auburn.edu/studentpolicies](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.auburn.edu%2Fstudentpolicies&data=05%7C02%7Cmpc0035%40auburn.edu%7Ced5028e2686b4abad47208dcac0219fd%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638574372241764603%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=fybU4qk%2BSilj3GJaZb8NyvppduFrldLBhPUUrss343Y%3D&reserved=0). Since we are practicing and demonstrating our professional behaviors, you are expected to make every effort to be on time to class. Coming in late, no matter how quiet you try to be, can create a disruption.

Should attendance or timely submission of complete assignments become a concern, the instructor will contact you to schedule a meeting to discuss possible plans of action. This may include documented Action Plans.

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

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.

Late Work. As I noted above, it is your responsibility for contacting me prior to missing any deadlines (with rare exceptions) with your plan for completing the submitting the work. This should include a definitive due date and time. Note: Do not simply email late assignments to me without first contacting me with a proposed plan. Part of any late submission must include this proactive (as proactive as possible) communication. Work is late if it is not ready at the start of class, or by the predetermined time, on the specified due date or if it is not sent electronically on the due date.

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.

**Note on intellectual property, GenAI, and professional ethics:** Finally, I assume you are enrolled in the course because of your eagerness to assume the ethical responsibilities of a future English educator. I assume that all work you complete for this course will be original work, not borrowed (without acknowledgement) from others or plagiarized. Of course, as all teachers do, you will be gathering ideas and practices from each other, program faculty, teacher blogs, etc.; however, turned in work should always reflect your own adaptation, contextual thinking, attribution, etc. Should I encounter plagiarism or other questionable practices that suggest your work or ideas are not yours in origin or are not properly accredited, you may jeopardize your ability to pass the course successfully. Lastly, we will spend part of this course discussing the affordances and constraints of GenAI for teaching and learning. While these 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.

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).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. Additionally, I will make every effort to send you an email message ahead of time.

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

**Grading Contract**

**CTSE 4150**

**Dr. Cook**

**Overview of Contract Grading**

In this course, we are using a grading contract system so that grading is transparent and so you are in control over the grade you receive. Grading contracts are intended to “decouple evaluation from grades” (Elbow & Danielewicz, 2008).

**What you can expect of me:**

* I will be available to meet with you during my office hours, by appointment (with appropriate notice), and during class.
* I will provide clear expectations for all course assignments.
* I will provide time in class to think, draft, peer review, and conference about your compositions (i.e., work on your course assignments).
* I will include you on any changes to the syllabus, unless that change is to cancel a reading or assignment.
* I will participate in class activities.
* I will provide feedback on your assignments and learning (via conferences and written feedback, etc.).
* I will strive to model the dispositions and actions of an equitable writing teacher.

**The “B” Contract**

* Attendance: No more than 2 absences
* Major Assignments:
  + Complete all course assignments in satisfactory way (including meeting all due dates, engaging required revisions, etc.)
    - 50 Clinical Experience Hours
    - Participation in all in-class activities, including:
      * Teaching drama
      * Collaboratively designed unit plan
      * Collaborative methods for de-centering grading
      * 30 minutes of choice reading on Wednesdays
    - Teaching Demonstrations
      * Responses to/reflections on teaching demonstrations
    - Positionality Statement
    - COAR Social Action Project
* Engagement: Aways prepared to engage in class activities and discussions (i.e., engaged participation)
* Critical colleagueship: Provide feedback that pushes classmates and their learning/teaching forward
* Conferences: Attends and is well prepared for all conferences with instructor

If you fulfill the requirements of this contract, you will receive a “B” for this course. If you do not meet all requirements of the “B” contract, you will receive a lower grade for the course.

**The “A” Contract**

If you wish to receive an “A” for the course, you must complete all components of the addendum below. Those interested in re-contracting for an “A” will, as part of your mid-term conference and, propose and co-negotiate with me a minimum of two additional ways to meaningfully engage the course.

* Meets all requirements of the “B” contract
* 2 additional co-negotiated methods for engaging our course and content (discussed during mid-semester conference—this is intended to give you time to better understand the course and to develop ideas for additional engagement):
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Examples of co-negotiated requirements may include (but are not limited to):

* Additional conference(s) with instructor
* Additional course assignments that foster engagement and meaningful learning
* In-process learning letters
* Active participation in program common book discussion and documentary/film screening

**A Note on Extenuating Circumstances**

I understand that life happens and things come up. If something is prohibiting you from coming to class prepared or meeting other components of the grading contract, I expect you to communicate with me proactively and in a timely fashion. Depending on the situation, we will discuss potential ways to make up work, fulfill assignments, or meet contract requirements in alternative ways.

By signing below, we both agree we met to discuss your grading contract choice. We also both agree to abide by this contract as it relates to your final course grade for CTSE 4150. You are welcome to schedule a meeting to discuss your progress and/or to propose a renegotiation at any time.

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Student Printed Name Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Printed Name Instructor Signature Date