

AUBURN UNIVERSITY SYLLABUS

Summer 2012

1. **Course Number:** CTSE 7540
Course Title: Evaluation of Programs--English Language Arts
Credit hours: 3 semester hours
Prerequisites: None
Corequisites: None

2. **Day/Time:** **May 21-July 30 (Holiday Monday, May 28)**
Mondays, May 21-July 30, 1:00-3:30 p.m. Haley 2461
Wednesday, May 23 1:00-3:30 p.m., Haley 2461
Wednesdays, May 30-July 25, Draughon Library 1011 and/or 1009

Instructor: Alyson Whyte, Associate Professor, English language arts education
5076 Haley Center
Office Hours: By appointment including after class on Mondays and Wednesdays
Home telephone and voicemail: 737-3052. Please call before 8 p.m.

3. **Texts:** The required textbooks for this course are

Hicks, T. (2009). *The digital writing workshop*. Portsmouth, NH: Heinemann.

Jago, C. (2004). *Classics in the classroom: Designing accessible literature lessons*. Portsmouth, NH: Heinemann.

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

You are required to have read, studied, and annotated approximately 50 pages of scanned assigned reading of articles and/or excerpts under fair use of book-length publications that are assigned for discussion during each Thursday for the following Monday class session. Reading due the following Monday will be emailed to you as a PDF attachment on or before the preceding Thursday afternoon.

4. **Course Description:**

The bulletin describes this class as the following: "Theoretical perspectives of evaluation and methods of evaluating learners, teachers, and curricula."

In this class we explore issues related to assessment in general and assessment in English Language Arts specifically. We examine a variety of assessment means and measures, particularly concerning the evaluation of student writing and students' reading of literature.

This course emphasizes evaluation of student achievement in the domain of English that is designed and carried out by the English language arts teacher with her/his conventional block or secondary school period English class as the unit of analysis. In addition, the course provides a substantive introduction to the literature concerning, and methods of conducting, department-, school-, state-, and nationwide (including international) assessment and evaluation of student achievement in the domain of English.

5. **Student Learning Outcomes:**

You will be responsible for demonstrating understanding of

- principled design of English language arts curriculum as defined by Smagorinsky (2002) (i.e., decisionmaking to design lessons that constitute a curriculum unit that teaches a concept central to the domain of English to include a rubric for scoring a culminating text produced by students as well as teaching procedures and specification of formative and/or summative assessment of in-process texts and activities, at least one of which is significant social action engaged in by students as a way of constructing understanding of the unit concept).
- how to teach (in contrast to only assign) the literary works of an Alabama writer (e.g., design of teaching procedures and of formative/summative assessment of in-process texts and activities that incorporate at least one significant social action engaged in by students as a way of constructing understanding of the unit concept and design of scoring instrument for the culminating unit text produced by each student).
- what constitutes a compelling rationale for the conceptual focus of your unit and lessons
- what constitutes a compelling rationale for the validity, including consequential validity, of your designs for teaching procedures and formative/summative assessment of in-process and culminating texts produced by the students
- what constitutes a compelling rationale for how and why your unit design— including formative/summative assessment of in-process texts and activities incorporating at least one significant social action engaged in by students as a way of constructing understanding of the unit concept and summative assessment of culminating text produced by each student—demonstrates understanding of the affordances of electronically mediated resources, tools, and activities in the domain of English. (One way of accomplishing this requirement will be provided and facilitated during class sessions: creating an e-Book that you design from *Encyclopedia of Alabama* materials available online, using an iBooks Author template.)
- design of or provision for unit and daily lessons accessible to English Language Learners at each phase of development of L2 English proficiency as defined by WIDA (World-Class Instructional Design and Assessment)
- what constitutes substantive synthesis of, and reflection on, selected academic literature on the assessment and evaluation of student achievement in the domain of English with the school, state, and nation as the unit of analysis

Having accomplished the seven student responsibilities above, you will be better able to

1. Discuss what constitutes the domain of English.
2. Discuss theoretical perspectives of evaluation in English Language Arts.
3. Evaluate students' processes of writing, describe students' progress in terms of specified writing goals, respond to student writing in helpful ways, and evaluate actual pieces of writing using holistic and analytic scales.
4. Evaluate students' processes of reading literature, describe students' progress in terms of specified goals

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for reading literature, respond in helpful ways to students' initial and subsequent responses to literature, and evaluate students' interpretations using various means (e.g., respond logs, formal essays, portfolios).

- 5.. Evaluate yourself as a teacher of English Language Arts.
6. Design principled curriculum in English Language Arts, including evaluation components.
7. Evaluate administration of programs in English Language Arts.
8. Design and assess principled units and lessons that use appropriate and effective practices in teaching and learning with technology.
9. Use technology tools for teaching and assessment purposes and communication with parents/guardians of students.
10. Evaluate students' technology proficiency and students' technology-based products within English Language Arts.

Students should also be able to demonstrate:

11. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)
12. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)
13. Knowledge of the role that mathematics plays in everyday life. (3)(c)3.(i)
14. Knowledge of the concepts and relationships in number systems. (3)(c)3.(ii)
15. Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning. (3)(c)3.(iii)
16. Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships. (3)(c)3.(iv)
17. Knowledge of Alabama's state assessment requirements and processes. (5)(c)3.(ii)

6. Course Content and Schedule:

There are three primary aspects of the content of this course:

1. Participating in research opportunities to find possible answers to instructor- and peer-formulated questions.
2. Paraphrasing, synthesizing, reflecting upon and writing about potential answers.
3. Creating a product that combines your developed understandings and important findings in English language arts literature.

Class meetings:

May 21	Introduction to course and to <i>synthesizing</i> (i.e., the criterion to “integrate” in your written reflections on assigned readings) academic and practitioner literature on evaluating student achievement in the domain of English
May 23	The Common Core Standards and English language arts in Alabama grades 6-12
May 28	Holiday (Memorial Day): No class meeting
May 30	Unit design workshop: Author selection DUE today.
June 4:	Reading due; you <i>may</i> turn in a written reflection.

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June 6:	Unit design workshop: Concept central to domain of English
June 11:	Reading due; you <i>may</i> turn in a written reflection.
June 13:	Unit design workshop: Concept central to domain of English <i>and</i> unit rationale DUE today.
June 18:	Reading due; you <i>may</i> turn in a written reflection.
June 20:	Unit design workshop: Culminating text produced by students.
June 25:	Reading due; you <i>must</i> have turned in at least one written reflection.
June 27:	Unit design workshop: Culminating text produced by students <i>and</i> revised unit rationale DUE today. In-process texts and activities, including at least one significant social action through which students construct understanding of the unit concept.
July 2:	Reading due; you <i>may</i> turn in a written reflection.
July 4:	Holiday (Independence Day): No class meeting.
July 9:	Reading due; you <i>may</i> turn in a written reflection.
July 11:	Unit design workshop: i-Book and in-progress texts and activities, including criteria that indicate teaching responsibilities DUE today.
July 16:	Reading due; you <i>must</i> have turned in at least one written reflection between July 2 and today.
July 18:	Unit design workshop: i-Book redesign/further design
July 23:	Unit design workshop: i-Book redesign/further design
July 25:	Unit and accompanying i-Book DUE. ADDENDUM: DUE 7/25, not 7/30.

7. Course Requirements/Evaluation:

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

Written reflections on assigned readings: $2 \times 25\% = 50\%$

Conceptual curriculum unit and accompanying i-Book = $2 \times 25\% = 50\%$

Participation = $\pm 10\%$ (I do not assign points for participation, because I do not have to. I do, however, reserve the right to raise or lower your course grade up to one full letter grade based on participation. If there is a concern about your participation that could lower your course grade, I will have spoken with you to make you aware that I have that concern as your course instructor. In other words, if I haven't spoken with you with a concern about your participation, there is not a problem.)

TOTAL = 100%

8. Rubrics and grading scales.

Written reflections will be scored on clarity (10%), specificity (20%), integration of source texts to make a new product or idea (40%), self-focus (10%), and future-focus (20%).

Conceptual units will be scored using the rubrics under the rubrics pull-down menu at <http://www.coe.uga.edu/~smago/VirtualLibrary/index.html>

i-Books will be scored on evaluation criteria developed over the course of the Monday class sessions June 4 through July 16 (i.e., as one application of the course readings) by the instructor with periodic input from the class.

Participation will be evaluated based on expectation of all four of the following: (1) punctuality and consistent attendance, (2) demonstration of having thoroughly read and studied assigned readings, (3) attentiveness to and contributions to classmates' success, and (4) contributions to such collaborative products of the course as the evaluation criteria for i-Books. Additional information on attendance is provided in the Class Policy Statements.

9. Class Policy Statements

- A. Attendance: Attendance is required. Students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. If assignment deadlines are not met, it is the student's responsibility to contact the instructor by speaking to the instructor after class to schedule an appointment.

Students who miss class because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Unexcused absence from **four** class sessions **will result in the instructor immediately recording a grade of WF for the course.**

Lateness to class of more than 10 minutes or leaving class more than 10 minutes early, when either of these is not excused under the policies in the Student Policy *eHandbook*, will constitute 1/3 of an unexcused absence.

Late work may result in partial to zero credit rather than full credit for that assignment. Work not turned in at the beginning of the class session when it is due is considered to be late.

- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. Please know that, if you are able, it is better that you just attend class than to put us both in a position in which we have to determine whether your reason to miss is justifiable. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.

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- C. Make-Up Policy: Arrangement to make up a missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed by the student within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* 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.
- E. Unannounced quizzes: There will be no unannounced quizzes.
- F. Disability 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 speak with me before or after class. 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.
- G. Course contingency: The syllabus and other course plans and assignments may be modified. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
- H. Professionalism: As faculty, staff, and students interact in professional settings, students 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