# Curriculum and Teaching in English Language Arts Education

# Summer 2014

**Course**: CTSE 7520, Curriculum and Teaching in ELA

 Haley Center 2461, 11:30-1:45pm, Tuesdays & Thursdays

**Instructor**: Brandon Sams, Assistant Professor of English Education

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 brandon.l.sams@gmail.com (in case AU email is down)

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

**Office hours**: \*\* **Mondays & Wednesdays, 1:00-3:30.** Other hours by appointment. Phone and skype meetings are also an option.

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**Course Objectives:**

This class will reacquiant or introduce you to major pedagogical theories and practices in literature, reading, and writing pedagogy. While our scope is broad, you will be able to apply the theories and practices learned in this course to your unique teaching situations.

**Readings:**

Most of our readings will be in the form of articles as pdf files on Canvas. Please bring the readings to class (physically or on laptop or ipad). We will be reading several chapters each from two books below. You may want to purchase a copy.

Tate, G., Rupiper, A., & Schick, K. (2001). *A guide to composition pedagogies*. Oxford: Oxford UP.

Lindemann, E. (2001). *A rhetoric for writing teachers*. Oxford: Oxford UP.

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# 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.

**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).

 You are allowed *one* unexcused absence during our course without penalty. More than one unexcused absence will result in a loss of participation points and lower your final course grade.

 **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.

 **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 and turning in 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. The penalty is half a letter grade per day. Work is late if it’s not ready at the start of class 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.

 **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 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 assignment schedule with one having an addendum. I’ll do the same to assignments already published.

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**Grade Distribution:**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

**Course Requirements/Evaluation:**

Participation: 40%

Interpretation Project: 20%

Writing History: 15%

Final Curriculum Project: 25%

**Participation: 40%**

Participation is ongoing and the most important component of the course. Participation consists of careful reading of assigned texts; expressing (online and face-to-face) your questions, insights, and criticism of readings and emerging issues; participating in class activities; supplying course readings when asked and being ready to discuss; participating in the literacy coaching workshop; taking risks in your writing and thinking; supporting the thinking of your colleagues through listening, encouragement, and constructive dialogue.

**Interpretation Project:** **20%**

The IP consists of your careful reading of a selected text and monitoring of your reading process, thinking, and emerging interpretations. You will be asked to situate your reading within the theoretical traditions discussed in class (literary theory, critical literacy, New Literacy Studies) and attempt to account for *why* you read a text the way you do. You will also reflect on how your process confirms, adds to, or contradicts notions of ELA disciplinary literacy. Finally, you will reflect on the pedagogical significance of your interpretive process and your perspective on ELA disciplinary literacy. 6-7 pages. A presentation will accompany your paper. **Due: June 24th**.

**(Teaching) Writing History: 15%**

The writing history requires you to consider your history as a writer (in and out of school) and writing teacher in relation to major composition theories. Given this historical work and your intepreration of how you have been shaped by cultural, historical, and instutitional forces, you will be asked to imagine (teaching) writing otherwise. More details will be discussed in class. 5-6 pages + archival objects + “otherwise” assignments. **Due: July 17th**.

**Curriculum Project**: **25%**

For the curriculum project, you will use the theoretical and practical trajectories of the course to produce or revise curriculum materials related to literary, reading, or writing instruction. In addition to creating materials useful for teaching (lesson plans, handouts, activities, models of exemplary work, rubrics), you will be asked to create a written theory-practice rationale for your approach, grounded in the readings and ideas from this course. We will discuss this assignment throughout the course.

 **Presentation: Due July 24th Project: Due July 28th**

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**Course Schedule**

(subject to adjustment as needed)

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** |
| 06/03 (T) | IntroductionsSyllabus | None |  |
| 06/05 (R) | History of English EdLiterature-Composition-Creative Writing Dynamics | Yagelski, “English Education”Scholes, “English Apparatus” |  |
| 06/10 (T) | Literary TheoryClose Reading | Rosenblatt, “Literary Theory”Gallop, “Ethics of Reading”Ferguson, “A Critical Reading of Close Reading”Botzakis, “Literacy Reform & CCSS”Newkirk, “The Text Itself” |  |
| 06/12 (R) | \*\* Class ONLINE\*\* | Luke, “The Trouble with English” | **DUE: Canvas Post During Class** **DUE: Selection of NCTE Practice Article for 6/17 class** |
| 06/17 (T) | Student Selections from *English Journal*, *Language Arts*, *Voices from the Middle* on the teaching of literature | 4 practice articles TBD | \*\* be prepared to discuss your article in relation to the various demensions of reading-interpretation-criticism given the literary theory readings and Luke article. |
| 06/19 (R) | Interpretation ProjectWorkday |  -- bring your work materials -- |  |
| 06/24 (T) | Interpretation Project Presentation + Papers | Interpretation Project Presentations In Class | **Due: Interpretation Analysis + Reflection on ELA Disciplinary Literacy + Teaching Significance** |
| 06/26 (R) | Teaching Reading  | Reading Comprehension and Literacy Coaching Workshop and Resource Share | \*bring needed materials |
| 07/01 (T) | Teaching Reading | Reading Comprehension and Literacy Coaching Workshop and Resource Share | **\***bring needed materials |
| 07/03 (R) | Composition Pedagogy | Berlin, “Contemporary Composition”Lindemann, Ch. 3 & 4Tobin, “Process Pedagogy” |  |
| 07/08 (T) | Composition Pedagogy | Burnham, “Expressive Pedagogy”Covino, “Rhetorical Pedagogy”George et al., “Cultural Studies and Composition”George, “Critical Pedagogy: Dreaming of Democracy”Jarratt, “Feminist Pedagogy”Mutnick, “Basic Writing Pedagogy” | **\*\*** Jigsaw Discussion Leaders over chapters (pick 2-3) |
| 07/10 (R) | Composition Pedagogy | Collaborative Reading and Discussion on Lindemann, ch. 7 -12 | **\*\*** Jigsaw Discussion Leaders |
| 07/15 (T) | Composition Pedagogy | Lindemann, ch. 13-14, Developing Writing Assignments & Responding to Student WritingSelections from WilliamsSample Student Literary Essays |  |
| 07/17 (R) | Composition Pedagogy | Responding to Student Writing (bring student work to class, graded and ‘tended to’)Finish Writing Histories | **DUE: (Teaching) Writing History** |
| 07/22 (T) | Prepare Curriculum Projects | -- Work in Class --  |  |
| 07/24 (R) | Curriculum Project Presentations  | Presentations | **Final Curriculum Projects Due July 28th** |