# Curriculum and Teaching in English Language Arts Education

# Summer 2015

**Course**: CTSE 7520, Curriculum Trends and Issues in ELA Education

Haley Center 2461, 9:00-11:50 am Tuesdays & Thursdays

NOTE: Tuesday meetings will be face-to-face; Thursday meetings will be online.

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

**Office**: 5052 Haley Center

**Phone**: 844-8286 (office); 615-828-4541 (cell)

**Email address**: bls0023@auburn.edu

 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 1-3.** Other hours by appointment. Virtual appointments possible.

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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).

In addition, you will be responsible for purchasing and reading one writing pedagogy tradebook during our course. Options will be discussed in class.

Together, we will read Ash Parsons’s new YA novel, *Still Waters*. Copies are available and on hold at Books-a-Million in Tigertown.

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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.

**Grade Distribution:**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

**Course Requirements/Evaluation:**

Face-to-Face Partipation: 15%

Online Writing and Participation: 20%

Interpretation Project and Presentation/Lesson: 20%

Writing Demonstration Lesson: 20%

Final Curriculum Project: 25%

**Face-to-Face and Online Participation: 35%**

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; taking risks in your writing and thinking; supporting the thinking of your colleagues through listening, encouragement, and constructive dialogue. During our online class meetings, I will ask you to contribute 300-500 words for weekly posts and regularly respond to colleagues; your tasks will vary according to our course schedule and readings. During the week, I will update discussion forums and announcements to keep you informed about upcoming activities.

**Interpretation Project and Presentation/Lesson:** **20%**

The Interpretation Project consists of your careful reading of a selected text and monitoring 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 and demonstrate the pedagogical significance of your interpretive process and your disciplined inquiry. The paper is 6-7 pages. A presentation/lesson will accompany your paper.

 **Presentation: June 30th**

 **Paper: July 2nd**

**Writing Demonstration Lesson: 20%**

You will be responsible for reading one tradebook on writing instruction this term. As you read, you will contribute (on select Thursdays) to the online discussion forums about the work that you are reading. You will be responsible for teaching/leading one demonstration lessson for 45-60 minutes. This lesson will be based on your selected tradebook and should help us learn about and experience the kind of pedagogy described in the selected text. Assignment details will be distributed later in the term.

**Curriculum Project and Presentation**: **25%**

For the curriculum project, you will use the theoretical and practical trajectories of the course to produce or revise curriculum materials related to literature, 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 23rd Project: Due July 28th**

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