# Curriculum and Teaching in English Language Arts Education

# Summer 2018

**Course**: CTSE 7526, Curriculum Trends and Issues in ELA Education

Online—Canvas and email

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

**Office Hours:** Tues/Thurs 11:30-12:30 and by appointment (including virtual)

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**Office hours**: By appointment, includes face-to-face and virtual.

**Why am I taking this class?**

The purpose of this class is to give you an opporunity to read young adult literature. For the prospective English teacher, YA literature is an important part of your curricular reportoire – YA lit has the potential to engage and motivate students; to create and extend a variety of reading interests; engage young people in important conversations related to a host of salient issues, including bullying, racism, identity, community, difference; provide meaningful connections to more ‘standard’ and canonical curriculum content; serve as a sociological window into the lives of adolescents. The primary goal of this course is for you to read YA Lit. You will notice the priority of this goal in the course schedule and assignments.

**Texts:**

Alexander, Kwame. (2018). *Rebound*. New York, NY: Houghton Mifflin.

Reynolds, Jason & Kiely, Brendan. (2017). *All American boys*. New York, NY: Atheneum Books for Young Readers.

Lewis, John, Aydin, Andrew, & Powell, Nate. (2013). *March: Book one*. Marrietta, GA: Top Shelf Productions.

Myers, Walter Dean. (1999). *Monster*. New York, NY: HarperCollins.

Rademacher, Tom. (2017). *It won’t be easy*. Minneapolis, MN: UM Press.

NOTE: You will also select 3 additional YA Lit to be read in July and to be part of your final project.

Additional articles and readings will be available in Canvas as pdf files. Pleaes bring the readings to class (physically or on laptop or ipad).

**Course Objectives:**

As a result of their work in this course, students will be better able...

1. To demonstrate knowledge of literature for youth/adolescents and works by diverse authors.

2. To respond freely to literature themselves and to invite and extend the honest responses of their students to their reading.

3. To select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.

4. To assess the potential appeal and usefulness of reading materials.

5. To recommend appropriate and appealing fiction and nonfiction to individuals and groups of students with diverse backgrounds and reading skills.

6. To use current annotated book lists and review columns in selecting reading materials for classroom libraries and for recommending books to groups and to individuals.

7. To use young adult literature as the basis for teaching skills and strategies necessary for reading texts

in a wide range of content areas.

8. To offer alternatives to traditional book report formats, alternatives that encourage thoughtful response and self expression.

9. To deal wisely and ethically with potential and real problems of censorship related to assigned and voluntary reading of adolescents.

NCTE Teacher Preparation Standards

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in 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.

**Class Policy Statements:**

**Attendance**: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**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. 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 consult the *Student Policy* eHandbook for more information on excused absences.

**Make-Up Policy**: Arrangement to make up a missed major assignments due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**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.

**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 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

(V/TT).

# 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:**

Online Participation: 15% (ongoing, throughout June)

Blog Writing: 30% (ongoing, throughout term)

Provocation: 10% (on assigned day)

Book Discussion Leadership: 10% (on assigned day)

Independent Project: 35%

**Online Participation (including Canvas, email, and virtual meetings): 15%**

Participation is ongoing and an important component of the course. Participation consists of careful reading of assigned texts; expressing 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.

**Blog Writing: 30%**

The purpose of the course blog is to allow you to reflect on course readings, class discussions, independent investigations, and your experiences in professional settings. Likewise, it will serve as a dialogic space for you to collect and annotate resources, share musings, and try out new ideas. Your course blog will include, among others, reflecting on readings and class discussion, discussing class activities, ongoing evaluation of yourself as an assessor of learning, and sahring relevant resources. You may use the blogging site of your choice, but you must provide the instructor and your classmates with the appropriate URL, so that we can keep up with (and respond to) your work. Lastly, you should use this as an opportunity to exchange ideas; in other words, you should comment regularly on your classmates’ posts. We will talk more about what form the blog can take and the range of post-types you can utilize. To specifically connect with the course purpose and goals, your blog should demonstrate your consideration of diverse YAL, developing appropriate and relevant curriculum, proactively considering potential issues of censorship and challenge, and so forth.

**Provocation: 10%**

On your assigned day, be prepared to lead online discussion on the salient topic of your choosing. You should distribute (via email or on the discussion board) your provocation at least 4 days prior to the date you are responsible for. This will give us enough time to read, listen, view, etc. your materials. Your topic can parallel the topic for the day in strategic ways, but your focus can stray in productive ways. Your provocation should get us thinking critically about teaching, the profession, YA Lit, literacy, etc.

To support this work, you can

Provide handouts and related content (author interviews, important secondary criticism, etc.)

Show videos, powerpoints, or other multimedia content

Ask us to engage in solo, paired, or group activities (taking great care to provide clear directions)

Use published reviews or scholarship to generate questions and dialogue

Because this is an online discussion, your job will be to facilitate our thinking and discussion (via asynchronous threaded replies on the discussion boards).

**Book Discussion Leadership: 10%**

In addition to your Provocation, you will also have an assigned day to lead an online discussion of our reading(s) for that day. You are welcome to run ideas by me, but I encourage you to select themes, passages, etc. that stand out to you and that you would like to use to engage the rest of us in meaningful analysis, reflection, and collaboration. You should provide us (via email or on the discussion board) with any materials we will need (e.g., handouts, supplemental readings, etc.), including the lens, theme, analytical question(s), and so forth we’ll need to prepare for your discussion, one class period prior to the date you will lead us.

Similar to the Provocation, your goal is use the discussion board to further our thinking and to facilitate an asynchronous conversation on the text(s) for that day.

**Independent Project: 35%**

Your independent project will cater to your interests and needs (as a teacher, doctoral student, etc…). As part of your independent project, you will select 3 additional YAL books that you feel will help you teach a vital social justice issue (of your choosing). You will (1) read the books and (2) complete one of the options below (or propose your own project). Your 3 selected texts will serve as examples of the readings students would engage in through your project; in other words, the three texts you select should play an important role in your project. I will list some options below but know that you can propose alternatives. Once you have settled on an approved project, we’ll talk about submission/presentation requirements (as these are dependent upon your individual projects).

* Prepare a presentation to “the school board” to pitch a YAL course/curriculum focused on social justice (and your theme specifically). Your 3 selected texts will serve as examples of the readings students would engage in through your proposed course. Your pitch will be framed in theory and grounded in research and will include teaching activities, an annotated resource list, an annotated bibliography of your texts, and a clear discussion of the importance of your theme. To go beyond simply preparing the pitch, you will actually make your pitch to us, your mock school board.
* Scholarly or pedagogical practice article submitted to *Alan Review*, *English Journal*, or another appropriate venue. Students choosing this option will, rather than making a pitch to “the school board,” craft an article written for teachers and teacher educators that shares the rationale, framing/grounding, and practical ideas for implementing such a course.

For either (or any other proposed) option, make sure you fully rationalize your choice of texts, theme, etc.

**Target Due Dates**

**June 21st: Individual Meeting with Dr. Cook about Project Directions and Interest**

**July 10th: Blog Writing Progress Check-In**

**July 17th: Virtual (synchronous or asynchronous) Meeting with Dr. Cook about Project Progress**

**July 24th and 26th: Projects Due**

**Partial Class Schedule**

**NOTE: Expect additional scholarly readings to be assigned a week in advance. These readings will accompany our YA Lit Investigations.**

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| **Date** |  | **Readings Due** | **Assignments Due** |
| 05/31 | **Online** | Nancy Lesko, "Past, Present, and Future Conceptions of Adolescence"    Django Paris, “Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice”  Gallo, "How Classics Create an Aliterate Society" | Post by 6/01 on Articles and Possible Topic for Your Project |
| 06/05 | **Online** | *All American Boys,* p. 162  *IWBE*, up to p. 29  **Book Discussion 1** |  |
| 06/07 | **Online** | *All American Boys*, finish  *IWBE*, up to p. 66  **Book Discussion 2** | Blog 2 Due Friday 6/08 |
| 06/12 | **Online** | *Rebound*, p. 209  *IWBE*, up to p. 94  **Provocation 1** |  |
| 06/14 | **Online** | *Rebound*, finish  *IWBE*, up to p. 131  **Provocation 2** | Peer Review Project Ideas  Blog 3 Due Friday 6/15 |
| 06/19 | **Online** | *Monster*, p. 148  *IWBE*, finish  **Book Discussion 3** |  |
| 06/21 | **No Class --**  **Individual Meetings** | *Monster*, finish  Meet with Dr. Cook | Blog 4 Due Friday 6/22 |
| 06/26 | **Online** | *March*, p. 61  **Provocation 3** |  |
| 06/28 | **Online** | *March,* finish | Blog 5 Due Friday 6/29 |
| 07/03 | **Online** |  | Peer Review Project Work |
| 07/05 | **Online** |  | Blog 6 Due Friday 7/06 |
| 07/10 | **Online** | Blog Writing Progress Check-In |  |
| 07/12 | **Online** |  | Blog 7 Due Friday 7/13 |
| 07/17 | **Online** | Virtual Meeting with Dr. Cook to discuss project progress (note: this may be synchronous or asynchronous, individual or whole-group, depending on needs and schedules) | Peer Review Project Work |
| 07/19 | **Online** |  | Blog 8 Due Friday 7/20 |
| 07/24 | **Online** | Project Presentations |  |
| 07/26 | **Online** | Project Presentations |  |