# Curriculum and Teaching in English Language Arts Education

# Summer 2019

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

Online—Canvas, Zoom, and email

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

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

**Office**: 5056 Haley Center

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

**Email:**  mpc0035@auburn.edu

**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 opportunity to read young adult literature and to consider and design ELA curricula around YAL and research-supported instruction. 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 (as students and as teachers) and consider ways such texts can be utilized to design relevant and powerful curricula. You will notice the priority of this goal in the course schedule and assignments.

**Texts:**

Ba, G. & Moon, F. (2011). *Daytripper*. Vertigo. (9781401229696)

Reynolds, J. (2019). *Long Way Down*. Atheneum (9781481438261)

Sánchez, E.L. (2019). *I Am Not Your Perfect Mexican Daughter*. Ember (9781524700515)

Stork, F.X. (2011). *The Last Summer of the Death Warriors*. New York, NY: Scholastic (9781407121024)

Blau, S. (2003). *The Literature Workshop. Portsmouth*. NH: Heinemann (9780867095401)

NOTE: You will also select 3 additional YA Lit texts (curated around a theme you choose) 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. Please bring the readings to any virtual class meetings.

**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. In the case of asynchronous work (e.g., discussion boards), this means you should complete all required reading and assignments by the date listed on the course calendar. For virtual (synchronous) meetings, you are expected to 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)

Course Vlog (i.e., Flipgrid): 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.

 **Course Vlog: 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 vlog will include, among others, reflecting on readings and class discussion, discussing class activities, sharing relevant resources, and so forth.

For the Vlog, we will utlize Flipgrid. Rather than writing traditional weekly reflections or posting to an ongoing blog, we will take advantage of the technology available tos us and create an interactive discussion outside of class. In addition to posting your own thoughts and content, you should use this as an opportunity to exchange ideas; in other words, you should comment regularly on your classmates’ posts. To specifically connect with the course purpose and goals, your vlog should demonstrate your consideration of quality YAL, the literature workshop, developing appropriate and relevant curriculum, proactively considering potential issues of censorship and challenge, and so forth.

Flipgrid Login Info:

* URL: flipgrid.com/7526
* Password: auburnELA

 **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/week. 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 issue (e.g., social justice or equity) of your choosing. You will (1) read the books and (2) complete the assignment described below. Your 3 selected texts will serve as examples of the readings students would engage in through your proposed course/curriculum; in other words, the three texts you select should play an important role in your project. Once you have settled on an approved project, we’ll talk about submission/presentation requirements.

* 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. You are also expected to make the literature workshop (as described in Blau’s text) a central focus of your course/curriculum. 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. Additionally, it should include a frame/outline for the course or curriculum (again, remember to utilize Blau’s literature workshop method). To go beyond simply preparing the pitch, you will actually make your pitch to us, your mock school board. In your roles as mock school board members, you are also expected to respond as a school board might—with questions, concerns, etc. (Note: make sure you fully rationalize your choice of texts, theme, instrucitonal practices, etc.)

**For Doctoral Students**

In addition to completing the Independent Project, you will go further in an effort to contribute to the ongoing scholarly discourse. To complete this assignment, you will write a scholarly or pedagogical practice article for submission to a scholarly journal (ALAN Review, SIGNAL Journal, English Journal, or another appropriate venue). Your article should be written for teachers and teacher educators and share the rationale, framing/grounding, and practical ideas for implementing the course you outlined in your pitch to the school board.

 **Target Due Dates**

 **June 18th: Individual Meeting with Dr. Cook about Project Directions and Interest**

**July 4th: Vlog Posting Progress Check-In**

 **July 16th: Virtual (synchronous or asynchronous) Meeting with Dr. Cook about Project Progress**

 **July 23rd and 25th: Projects (and Presentations) Due**

**Partial Class Schedule**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Format** | **Readings Due** | **Assignments Due** |
| 05/28 | **Online** | Nancy Lesko, "Past, Present, and Future Conceptions of Adolescence"  Gallo, "How Classics Create an Aliterate Society" | Vlog 1 Due Friday 5/31: Post on Articles and Possible Topic for Your Project |
| 05/30 | **Online** | *I Am Not Your Perfect Mexican Daughter,* ch. 1-14 *The Literature Workshop*, Introduction and ch. 1  |  |
| 06/04 | **Online** | *I Am Not Your Perfect Mexican Daughter*, finish**Book Discussion 1** | Post response(s) to book discussion 1 and reply to peers |
| 06/06 | **Online** | *The Last Summer of the Death Warriors*, ch. 1-22 *The Literature Workshop*, ch. 2**Provocation 1** | Post response(s) to provocation 1 and reply to peersVlog 2 Due Friday 6/07 |
| 06/11 | **Online** | *The Last Summer of the Death Warriors*, finish**Book Discussion 2** | Post response(s) to book discussion 2 and reply to peersPeer Review Project Ideas |
| 06/13 | **Online** | *Long Way Down*, through section 4 (approx. p. 146)*The Literature Workshop*, ch. 3-4**Provocation 2** | Post response(s) to provocation 2 and reply to peersVlog 3 Due Friday 6/14 |
| 06/18 | **Online** | *Long Way Down*, finish**Book Discussion 3****Meet with Dr. Cook** | Post response(s) to book discussion 3 and reply to peers |
| 06/20 | **Online** | *Daytripper,* p. 61*The Literature Workshop*, ch. 5-6**Provocation 3** | Post response(s) to provocation 3 and reply to peersVlog 4 Due Friday 6/21 |
| 06/25 | **Online** | *Daytripper,* finish | Post response(s) to discussion board and reply to peers |
| 06/27 | **Online** | *The Literature Workshop*, ch. 7-8 | Vlog 5 Due Friday 6/28Peer Review Project Work |
| 07/02 | **Online** | TBD |  |
| 07/04 | **Online** | *The Literature Workshop*, ch. 9Vlog Posting Progress Check-In | Vlog 6 Due Friday 7/05 |
| 07/09 | **Online** | TBD |  |
| 07/11 | **Online** | *The Literature Workshop*, Ch. 10 | Peer Review Project WorkVlog 7 Due Friday 7/12 |
| 07/16 | **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) |  |
| 07/18 | **Online** | TBD | Vlog 8 Due Friday 7/19 |
| 07/23 | **Online** | Project Presentations |  |
| 07/25 | **Online** | Project Presentations |  |