ENG 4700: Instruction and Assessment in English Language Arts

Instructor: Adriane Bezusko
Class Location: AUDB 202
Class Time: T: 6:00-8:50
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Office Location: AUDB 114
Office Hours: M/W/F 11-11:50; Appointments can also be made on Navigate or email for appointment.

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Course Description

What are the central skills of the English Language Arts classroom? What are the theoretical underpinnings for engaging students in an ELA classroom? How do we prepare students for high-stakes standardized testing without "teaching to the test?"

Together, through an ethos of shared responsibility in creating an engaged classroom space, we will work from theoretical readings toward grounded practice that will prepare you to become an effective, dynamic, and engaging teacher. We will hone the skills necessary to inspire students through an individualized teaching praxis that you will develop over the course of the semester and beyond.

This class will blend theory, methods, and praxis and as such is a reading, thinking, and writing intensive class.

Required Course Materials / Platforms

- Regular access to Canvas
- Printer to print and annotate readings
- Notebook/spiral for classroom notes
- Novel, play, or short story that you choose for your literature teaching demo

Course Objectives

By the end of the semester, students should have the ability to:

- Synthesize and analyze various methods of effective pedagogy
- Understand, articulate, and enact antiracist instructional and assessment practice
- Understand and articulate the role of power in educational institutions, and actively work to deconstruct that power in a way that grants students agency
- Plan, produce, deliver, and reflect on lesson plans for the secondary English classroom

- Articulate personal, research-based beliefs that will serve as fundamental guides to the making of future teaching decisions
- Acquire a conscious, persistent, reflective habit of mind that values intellectual inquiry in self and fosters it in others
- Grow in appreciation for the power of the word and its potential impact on students' growth and attainment of personal goals
- Construct a collection of effective, antiracist, and equitable strategies for teaching and assessing the language arts in secondary school
- Reaffirm the values of civility, humanity and scholarship

Basic Information

Catalog Description: 3 hours. Study of English Language Arts curriculum, instruction, and assessment designed for students in the Language Arts teacher preparation program.

Prerequisite(s): Admission to College of Education Secondary Teacher Certification program.

Grading Scale

A: 90-100
B: 80-89.9
C: 70-79.9
D: 60-69.9
F: 0-59.9

Assignment Overview

Course Assignments	Percentage
Reading Preparation for Class Discussion	20
Participation in Class Discussion and Activities	20
Teaching Demo: Literature (Group)	15
Teaching Demo: Writing (Individual)	15
Teaching Philosophy	10
Portfolio + Unit Plan	20

Reading Preparation for Class Discussion
Each week you will respond to a series of discussion questions that will help you prepare for class discussion. These responses are due before class. You will develop rubrics for how to measure reading preparation

Class Discussion and Activities
On our second course meeting the class will decide what constitutes engaged participation. You will define parameters of meaningful engagement and develop a rubric for measuring such engagement. You will be asked to pay attention to divergent experiences in the classroom and to discuss why some students may be reluctant to speak in whole-class discussion. What might we do to help all students participate?

Teaching Demo: Literature (Group)
In groups of two, you will decide on a text regularly taught in the grade level for your student teaching. Together with your partner, you will develop a lesson plan that includes an annotated rationale for the pedagogical choices you make. You will also be required to submit a brief reflection after the teaching demo.

Teaching Demo: Writing (Individual)
Based on a writing TEKS of your choice, using the writing pedagogy theory from class, you will develop a lesson plan that includes an annotated rationale for the pedagogical choices you make. You will also be required to submit a brief reflection after the teaching demo.

Teaching Philosophy
Teachers should always be thinking about their teaching practice and methodologies to become better teachers. The best teachers are able to articulate what they believe to be true and important about teaching as well as why. This 1-2 page (single spaced) teaching philosophy is your chance to start to refine your identity and commitments as a teacher. NOTE: Teaching philosophies are often required as part of your dossier when you apply for teaching positions.

Portfolio + Unit Plan
As the capstone project for this course, you will create a 4-6week unit plan that includes learning objectives, a daily schedule (could be a calendar) and overview (telling me a little bit about the unit itself 1-2 p/double spaced), class activities, assessment strategies, and at least 2 (new) detailed daily lesson plans. This unit plan should also include an annotated rationale for the pedagogical choices you make as well as a brief bibliography of resources you can continue to use.

I would encourage you to use "backward design" to build this unit plan: "the process to design a lesson, unit, or course by first determining what the final outcomes are and then planning assessment strategies and finally determining methods of instruction and assignments. It allows instructors to plan lessons and courses with a focus on student learning."

Instructor Policies and Expectations

Participation and Civility:
We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class--related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.
Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:
- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion activities
- Completing assignments on time

Attendance

We all play a significant role within the culture and learning of the class, and therefore it is important for us all to be in class regularly. **If you are absent for more than two (2) class sessions, your final course grade may be reduced half a letter grade per absence. Four (4) or more absences may result in failing the course.**

Please check in with me Adriane.bezusko@unt.edu and deaofstudents@unt.edu if you have an emergency or an extenuating circumstance, so that we can make arrangements.

Late Policy

Reading preparation activities are due at the beginning of class. Late assignments can be completed before the end of the week for 70% credit. I want you to read and participate in class discussion for full credit, but I also understand that there are extenuating circumstances. The readings will collectively help you with the cumulative assignments in this course, thus I offer partial credit on reading quizzes submitted within a week. Your lowest reading preparation activity will be dropped.

In-class activities can be completed by the end of the week for 70% credit if you missed class.

Teaching Demos cannot be made up unless there are extenuating circumstances.

Teaching Philosophy and Unit Plan you will have a single day grace period without penalty. After that, a 10% deduction will be assessed for each day late.

Using Canvas:

Announcements, discussions, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course.

All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see https://community.canvaslms.com/docs/DOC-10701. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324.

You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the workload each week.

Syllabus and Schedule Changes: Instructors try to make their syllabi as complete as possible. However, during the course of the semester I may be required to alter, add, or abandon certain policies or assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

UNT Policies

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will

provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact ODA by phone at (940) 565-4323.

Emergency Notification & Procedures.
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Academic Integrity Standards and Consequences.
The UNT Policy Manual defines plagiarism as: "(a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials." (18.1.11). Students in all Freshman Writing courses need to be aware of the strict policies against plagiarism and academic honesty enforced by UNT and by instructors in the Department of English. **All writing must be original,** and all uses of other writer's material must be acknowledged and clearly cited in any writing submitted for a grade. **If your instructor suspects plagiarism, you will automatically receive a zero on the paper or assignment, and will be reported to the Office of Academic Integrity. Your instructor may also require you to meet with them to discuss the suspected plagiarism.**
The consequences for plagiarism at UNT are severe, and may include failure for the course, loss of scholarships, and in some cases dismissal from the university. Please talk with your instructor if you are unsure about whether or not something you are doing in your writing might be identified as plagiarism.
- For more information, please see: https://vpaa.unt.edu/ss/integrity

Artificial Intelligence AI Technology
The use of generative AI writing tools (such as ChatGPT, GrammarlyGO, GPT-3, GPT-4, BERT, or others) is prohibited in this class. Assignments for the course have been designed to help you develop as a writer without the use of these technologies. You will generate ideas, read, revise, and write on your own and/or in consultation with peers, me, or Writing Center tutors and you will not use AI at any stage of your writing process. You are the author of your work for the course and authorship means you take responsibility for your words and claims. Any use of AI technologies in your work will be considered an academic integrity violation and addressed accordingly:

https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf