

**Spring 2024**  
**Term dates: January 16-May 4, 2024**  
**Last Day to Withdraw from Course: March 25, 2024**

**School of Education**  
**The University of Texas at Tyler**  
**Syllabus EDUC 4315.001**  
**Teaching Language Arts in Middle and High School**  
**HYBRID -- 3 Credits – (21675)**

- **Course Content is Online and Asynchronous**
- **Required: In-person Hands-On and Practice Sessions** held on Tuesdays from 3:30-5:00pm at various locations (the Library, the CAL lab, etc).
  - **Dates:** January 30; February 6; February 20; March 19; April 2; and April 16

#### **A. Instructor Information**

Name: Annamary L. Consalvo, Ph.D., Associate Professor, Literacy  
 Email: [aconsalvo@uttyler.edu](mailto:aconsalvo@uttyler.edu) (**best way to reach me**)  
 Office Address: BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799  
 Office Phone: (903) 565-5576  
 Office Hours: By appointment (let me know what works for you) and/or Tues & Thurs 4:00-5:30pm. Email me to arrange: I will send you a Zoom link.

#### **B. Course Description**

From the catalog: “Study of language arts curriculum, materials, and selected instructional techniques in the middle and high school. Field experience required.”

#### **C. Course Rationale and Knowledge Base(s)**

*Teaching Language Arts in Middle and High School* (EDUC 4315) is a required course for those seeking secondary (MS & HS) English Language Arts (ELA/R) teacher certification. Its content provides practical and pedagogical support to your subsequent field and clinical experiences. Most importantly, what you learn about teaching language arts will provide you with a foundation of knowledge throughout your secondary teaching career. This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will continue to build in field experiences that address language and literacy issues including reading deeply and writing for academic and personal goals.

#### **D. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments**

Topics/Objectives	Activities	Assessments	* <a href="#">Texas Educator Standards (TES)</a> *InTASC *TEKS Ch 110 *ISTE *ELPS

<p>Students will integrate understanding of literature with understanding of teaching practices to adapt and design engaging, rigorous, age-appropriate lessons for middle and high school students.</p>	<p>Extensively read YA literature. Engage in various reflections, responses, and discussions.</p> <p>Extensively read textbooks that support lesson development. Engage in various reflections, responses, and discussions.</p>	<p><b>Responses to Tradebooks.</b></p> <p><b>Weekly Discussion Forum Posts</b> that identify key points, trends, questions and responses to the posts of others.</p>	<p><b>*TxCCRS</b></p> <p>*TEKS: Grades 5-12 ELAR  *ISTE: 1.2 Digital Citizen; 1.3 Knowledge Constructor  *INTASC 1d, 1f, 1g; 3i, 3j, 3k, 3l, 3m; 4j, 4l, 4m; 7g-m.  *ELPS grades 6-12.  *TxCCRS ELAR: IIA(1-11);</p>
<p>Students will examine and practice ways in which professional educators in the middle and secondary schools conduct professional communications and teaching interactions.</p>	<p>Case studies: Leading discussions</p> <p>Mini Lessons: Preparation and demonstration</p>	<p><b>Case study discussion leader.</b></p> <p><b>Full mini lesson preparation and demonstration.</b></p>	<p>*TES: 1Ai, ii, iii; 1Bi, ii, iii; 1Ci, ii, iii; 1Ei, ii, iii.  3Ai; 3Biii; 3Ci, ii.  4Ai, iii; 4Di, iii; 5Ai, ii.  *TEKS: Grades 5-12 ELAR  *InTASC 4j, 4k, 4l, 4m; 5a-h; 6j-n; 7g-m; 8j-o  *ISTE: 1.3 Knowledge Constructor; 1.4 Innovative Designer  *ELPS grades 6-12.  *TxCCRS ELAR: IIB(1-3); IID(1-2).</p>
<p>Students will engage in the recursive process of creating, implementing, reflecting on, and revising curricular materials to more deeply understand how to put</p>	<p>Year of ELAR Curriculum</p> <p>Unit Plan</p>	<p><b>Year of ELAR Curriculum</b></p> <p><b>Unit Plan</b></p>	<p>*TES: 3A I, ii, iii;  TES: 6A I, ii, iii. 1.1  *ISTE: Empowered Learner; 1.2 Digital Citizen;  *INTASC 1h, 1i, 1j, 1k; 2g, 2h, 2i. 2j, 2k; 5a-h; 5j-n; 6j-n; 8j-o; 9g-k; 10i, n, o.  *ELPS grades 6-12.  *TxCCRS ELAR: IIB(1-3); IID(1-2).</p>

pedagogical ideas into practice.			
UT Tyler Standards page: <a href="https://www.uttyler.edu/education/studentresources.php">https://www.uttyler.edu/education/studentresources.php</a>			

**E. Course Projects, Evaluation and Grading:** The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

**Tasks, and Points/Percentages (T=100 points=100%)**

- a. **Bolded** and underlined numerals are what add up to **100 points**
  - b. Course grade is calculated on total *percentage* (%) of overall grade.
  - c. Grades available to you through Canvas online grade center
- \* E-learning and face to face activities-various— **15 points (15/15=100%)**

\*Personal Writing Project **15 points (15/15=100%)**

\* Mini Lessons—Creation & Presentation **(15 points (15/15 =100%)**

\*Study & Presentation of Cases **(20 points (20/20 =100%)**

\*Whole Year: Design **15 points (15/15=100%)**

\*Unit Plan **(20 points 20/20=100%)**

\* Final Reflection

Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	Outstanding
80-90	80%	B	Good
70-80	70%	C	Fair
60-70	60%	D	Poor
00-59	59% or below = “F”	F	Unacceptable

**F1. Required Texts, Materials/Supplies, Lectures, and Related Readings**

- **Lectures:** All lectures are recorded and available through Canvas.
- **Bookstore at UT-Tyler** <http://uttyler.bncollege.com/> **Note:** *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**Required Texts (Textbooks). *Get the editions noted.***

All readings, quizzes/quiz grades, course expectations are based on the noted editions and not an earlier ones. I strongly recommend that you **purchase paper copies**. You are studying to be an English teacher – you should plan to include these in your own teacher reference library. As well, you should expect to annotate your texts.

#1 **Title:** Gallagher, K. & Kittle, P. (2019). [\*180 Days: Two teachers and the quest to engage and empower adolescents.\*](#) Heinemann.  
ISBN: 9780325081137

#2 **Title:** McCann, T. M. et al. (2022). *On the case in the English language arts classroom: Situations for the teaching of English*. NCTE.

ISBN-10 : 0814134211

ISBN-13 : 978-0814134214

#3 **Title:** Smagorinsky, P. (2018). *Teaching English by design: How to create and carry out instructional units (2<sup>nd</sup> ed.)*. Heinemann.

ISBN: 9780325108070

#4 **Title:** Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Stenhouse.

ISBN: 9781571108968

## **F2: Other texts will be required (TBA)**

**Examples:** Novels and non-fiction texts that you are likely to encounter in middle and high school teaching of English Language Arts, for whole class, and book club/literature circle reading, others as independent reads. Some of these texts will be on course reserve at the Muntz Library Circulation Desk. Others may require you to acquire a copy. Articles from ELA/R teacher practitioner journals will be required – some will be provided; others you will need to get at no cost to you through the Muntz Library Portal.

### **ADDITIONAL READING/VIEWING MATERIALS**

#### **INCLUDING MULTIPLE NOVELS**

#### **WILL BE REQUIRED FOR THIS CLASS**

### **WILL BE REQUIRED and AT NO ADDITIONAL COST TO YOU:**

**Articles/chapters from various professional journals:** Various articles pertinent to weekly topics. You will be mining ideas and lessons from these teacher-practitioner journals.

<b>Professional journals include (but not limited to) the following: Available through the university library's online portal</b>	
<b><i>Can't find something? Write to your librarian: Ms. Vandy Dubre <a href="mailto:vdubre@uttyler.edu">vdubre@uttyler.edu</a></i></b>	
<i>*The ALAN Review</i>	Premier YA Lit journal. Available (to search) 2016 to current in <a href="#">Educational Source</a> database and 2002-2010 in Education Database
<i>*Voices from the Middle</i>	Excellent ELA journal focused on middle school.
<i>*The English Journal</i>	Excellent ELA journal focused on high school
<i>Journal of Adolescent &amp; Adult Literacy</i>	Excellent literacy journal with wide-ranging topics focused on adolescent, and to a lesser degree, adult literacy.
<i>The Reading Teacher</i>	Excellent literacy journal focused on elementary and middle grades.
<i>Language Arts</i>	Excellent language arts journal focused on elementary and middle grades.

Texas Essential Knowledge and Skills (TEKS): <https://tea.texas.gov/curriculum/teks/>

***HIGHLY RECOMMENDED!***

**PROFESSIONAL ORGANIZATION MEMBERSHIP**

A student membership is only \$25 for the year – an incredible value. National Council of Teachers of English (NCTE)

A membership in NCTE will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more including a lot of support as a teacher of writing.

You may also join International Literacy (Reading) Association (ILA /formerly IRA) <http://www.reading.org/General/Default.aspx> – which is very teacher friendly – at all levels and through all content areas.

**Recommend that you bookmark UT-Tyler student portal**

(e.g. Canvas, Bookstore, etc. etc): <https://www.uttyler.edu/students/>

**G. Assignment Descriptions & Course Policies**

**ASSIGNMENT DESCRIPTIONS**

**#1) E-learning activities (15/15=100% grades taken incrementally)**

**Description:** In order to grow yourselves as future teachers, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us). Through weekly assigned opportunities for both face-to-face, online synchronous, and online asynchronous activities, this kind of stretching and practice will be a consistent feature of the class. These activities will include discussions and any of an array of other activities which can include, for example, quizzes, keeping a reader’s and/or writer’s notebook, conducting mini lessons for the class, making presentations of various sorts, hands on sessions in the library and/or CAL lab, small group work, social media engagements, required office hours, and more.

**Because this is a professional preparation course, expectations are high for active engagement and substantive contributions to class activities, and timely completion of readings and related activities**—all critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking questions (of the readings, of yourself, of colleagues, of the world), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

###

**Guidelines for Discussions**

**Discussions in General:** A pedagogical stance that values dialogue, will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions -- not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four “pongs” between students

before moving on). It is this *student voice* factor that is critical. To this end, we will hold discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points participate fully in this construction of meaning.

**Organizing your Responses:** When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- c. How can you adapt, incorporate, complicate, or simplify points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher?
- e. What are you thinking about *differently* as a result of this/these reading(s)? What are “next steps” for you in regard to any given point?

**Online Discussions Expectations:** In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each **post** in response to weekly readings/articles should be between 300-500 words of well-developed and coherent connection to and thinking about a given topic. Or, think about it in terms of two well-developed paragraphs. Be sure to reference the chapters, articles, videos that you are mentioning. You do not have to stick strictly to APA 7 for this, but it is important to use page #s if you’ve found a delicious quote. In a nutshell, your readers need to be able to follow you and understand where you are getting your ideas/information.

In your **comments** to other students, we should strive to maintain a positive and appreciative tone.

**What if I don’t agree?** If you do not agree with someone – then own it (by using “I”-statements) – rather than saying, “that’s ridiculous!” try something more like, “I appreciate that you were in a very challenging situation”. Or, “Could you say a little more about how part “a” connects to part “b”?”, or, “That’s an interesting perspective. In my experience – I saw it a little differently” (then, explain). As professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

**Evaluation:** Your discussion responses will be evaluated on the level of engagement contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

###

## **#2 Writing Process/Personal Narrative (15 points 15/15=100%).**

Across several weeks, students will engage in the writing process, bringing a piece from idea to completion. Students will keep a writer’s notebook in order to explore and develop topics, draft compositions, select one, then take it through revision and expansion. Students will engage in peer conferences, and instructor conferences. From those, you will select one and taking it through the writing process, and **produce one full length, piece of polished personal narrative.**

Completing entries in writer’s notebook in a well-developed and timely manner. Development of topics to at least one page each. Engagement in the conference process where each student gives

feedback to a small group of peers as well as receives feedback from those peers as well as from the instructor. Production of several drafts that show substantive revision from one draft to the next of the piece of personal writing -- up to the final copy. All jottings, notebook entries, conference notes, drafts, and an author's note (in which you describe and reflect on your experience in writing as well as set goals for yourself as a writer), etc. to be submitted electronically as one document. Feedback will be ongoing in this project. Final feedback and grade will be available to students within two weeks of the due date. Specific timelines and instructions forthcoming.

###

### **#3 Case Study (20 points 20/20=100%)**

Across the semester, working in pairs, small groups, and/or solo, students will read, analyze, and lead discussions on cases, taken from McCann, T. M. et al. (2022). *On the case in the English language arts classroom: Situations for the teaching of English*. NCTE., that illustrate various situations that English teachers may well encounter. Specific timelines and instructions forthcoming.

###

### **#4 Mini Lessons (15 points 15/15=100%)**

Across the semester, you will create and demonstrate five mini lessons each of which will be about 10 minutes in duration, in our Tuesday face-to-face sessions. Each mini lesson will draw from strategies we've taken up in the class and use the TEKS as anchors. Each lesson will be written out, planned, and prepared as if you are doing it for a classroom in a middle or high school. Specific timelines and instructions forthcoming.

###

### **#4 Planning out an ELAR Year in Middle or High School (15 points 15/15=100%)**

Across the semester, you will create and demonstrate five mini lessons each of which will be about 10 minutes in duration, in our Tuesday face-to-face sessions. Each mini lesson will draw from strategies we've taken up in the class and use the TEKS as anchors. Each lesson will be written out, planned, and prepared as if you are doing it for a classroom in a middle or high school. Specific timelines and instructions forthcoming

###

### **#5 Developing, Designing, and Writing an ELAR UNIT for Middle or High School (20 points 20/20=100%)**

As a culminating project, across the last several weeks of the semester, you will develop, design, and write an instructional unit that combines both literature study and writing. You will draw from the course

materials, experiences and textbooks. The unit will fit appropriately into your plan for the year. It will span four weeks in the middle/high school classroom. You will include whole class texts, book club texts, and multimodal texts. You will develop and include assignments and handouts, as well as writing assignments that are in addition to any that are in response to those texts. Specific timelines and instructions forthcoming

## COURSE POLICIES

Everything *Canvas*: <http://www.uttyler.edu/canvas/>

### **TECHNOLOGY: Internet; email; Canvas**

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

### **Technology Troubles?**

Start here: <http://www.uttyler.edu/canvas/>

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, <http://www.uttyler.edu/it/support/student-support.php>

Or by phone, 800-UT TYLER or 903-565-5555 or, by email [itsupport@uttyler.edu](mailto:itsupport@uttyler.edu)

### **Computer Literacy Requirement**

**You are expected to use word processing** for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

**When you post something to a Discussion Forum, copy and paste your text into the message pane**; do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

**PDF is the most stable** of the formatting options; however, MS Word will work for uploading some assignments.

**Internet research:** Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

**UT-Tyler Online Library:** As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* <http://library.uttyler.edu> This



link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!!  
Check out this help page too <http://library.uttyler.edu/help>

### **Clear identification of work: Name, Date, Topic**

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo\_WDesign; or Consalvo\_Short Bio\_meet & greet; or, Consalvo\_Memoir\_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). *I will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

### **Plan for Printing and Scanning**

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

### **Plan to Back Up Your Work!**

I also strongly recommend that you carefully save all your work from your masters program. **Organize** your computer well and logically so you can find your work. **Save your work.** I strongly recommend you back up your computer, and/or save any work done on another device. Investing in a few thumb drives and/or a spacious, **portable external hard drive** can be a life saver.

### **Neatness and professionalism in submitted work:**

**I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single document.** To do this you may have to

1) Look up online how to merge documents, and/or 2) format each individual page; 3) print it out; and/or 4) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. The design of your work is an important factor in its readability.

### **APA Citation help:**

Correct attribution of work that someone else did is expected of an educated person.

In this class, *as educators*, you will adhere to the accepted “style” called **APA (version 7, or “APA 7”)** – for the American Psychological Association—the style guide to the social sciences.

**The OWL at Purdue:** The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

- The OWL at Purdue
  - <http://owl.english.purdue.edu/owl/section/2/10/>
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
  - <https://libguides.uttyler.edu/citations/apa>

### **Timeliness and Participation: REALLY IMPORTANT!**

Since this class meets both online and face to face, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in **on time**. To not do so WILL affect

your grade. The activities calendar in the syllabus is tentative, though it can be a helpful guide. The “last word” about when an assignment is due is on Canvas.

**As a professional preparation class**, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.

**You are expected to prepare for and attend any and all class meetings whether face to face or online.**

>Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office.

\*\*Students are responsible for all work despite any missed modules/classes.\*\*

### **Artificial Intelligence**

\*You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

\*\*You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

\*\*\*Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

*(Policy adapted from Holly Fernandez-Lynch’s who shared theirs on [Twitter](#) and who teaches at University of Pennsylvania).*

### **Late/Incomplete Work**

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, keep the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.