

SYLLABUS

Course title and number ENG 399, Section 1
Term (e.g., Fall 200X) Fall 2018
Meeting times and location W 2:00 – 2:50 p.m., KE 235

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
Telephone number 662-846-4060
Email address gscala@deltastate.edu
Office hours MWF 11-1 PM, T 5:00-6:00 PM. and by appointment
Office location Kethley Hall 258

TEXTBOOK AND/OR RESOURCE MATERIAL

NCTE Student Membership: <https://secure.ncte.org/store/student-membership>

COURSE DESCRIPTION AND PREREQUISITES

ENG 399, Professional Studies in English Education: Introduction to the field of English Education with special emphasis on degree and licensure requirements, Praxis exam preparation, portfolio development, and current issues in the research on diversity, equity, and teaching and learning. **1 CR;**
Prerequisites: None.

LEARNING OUTCOMES AND OBJECTIVES

The student will:

- Demonstrate knowledge of programmatic requirements
 - Objective 1: Students will utilize Wordpress to build digital portfolios with the following required components: biography, philosophy, pedagogy, and scholarship
 - Objective 2: Students will identify and define the various required parts of unit and lesson plans to include instructional goals and objectives, alignment with state standards, procedures, resources, and assessments
 - Objective 3: Students will identify and define all elements of the TIAI and TWS assessments
- Demonstrate knowledge of state licensure requirements
 - Objective 1: Students will identify and define Mississippi's College and Career Readiness Standards for ELA 7-12
 - Objective 2: Students will demonstrate familiarity with ETS.org and knowledge of required Praxis tests and passing scores for the state of Mississippi
 - Objective 3: Students will develop a calendar for Praxis study and will include scheduled Praxis exam dates for the DSU campus
- Establish a professional learning community with their cohort

- Objective 1: Students will read literature on professional learning communities
- Objective 2: Students will collectively establish a minimum of three goals for their PLC to include goals for planning and scholarship
- Objective 3: Students will develop an editable Google calendar of meetings for their PLC to include a minimum of 10 meetings for the semester
- Demonstrate knowledge of the current research on diversity in the classroom
 - Objective 1: Students will select a minimum of 1 video from the Black Minds Matter course to review and present to the class
 - Objective 2: Students will identify, select, read, and present a minimum of two articles dealing with diversity in the classroom
 - Objective 3: Students will reflect on and discuss their personal philosophy on diversity in the classroom and schools
- Identify and present areas of pedagogical and scholarly interest
 - Objective 1: Students will join the National Council of Teachers of English (NCTE) and select one journal to which they will subscribe
 - Objective 2: Students will develop an annotated bibliography with a minimum of 5 entries of scholarship they have read and presented to the class
 - Objective 3: Students will reflect on their own research and scholarship goals as young educators

GRADING POLICIES

Projects:

You will create multiple projects this semester, many of them ongoing through the next two years as you move toward your student teaching internship and graduation. The major course assignments will include:

1. A **Digital Portfolio** that will include the following required components: biography, philosophy, pedagogy, and scholarship;
2. A **PLC Reflection Essay** grounded in research and discussion (800-1000 words);
3. A **Google Calendar** that outlines your PLC's goals and schedule for the semester;
4. A **Reflection Essay on Diversity** grounded in research and discussion (800-1000 words);
5. A **Praxis Study and Exam Calendar** that outlines your timeline for studying and taking the Praxis exams required for state licensure;
6. An **Annotated Bibliography** of the articles we read and discuss this semester;
7. Two **Teaching Presentations** of scholarship you select from the Black Minds Matter course and the NCTE.

All work must be in digital format and available for sharing with the class. Please follow this format for all essays:

1. Final drafts should follow the MLA format. An example of a paper in MLA format can be found online at the Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/747/01/>).
2. Essays must be typed, double-spaced, on one side of the paper, and with standard one-inch margins on all sides of the page.
3. The font used for all drafts should be 12-point Times New Roman.
4. Pages must be numbered with your last name and page number in the upper right-hand corner.

5. Your essays must have a title, but please do not make a separate title page.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of “W” is **December 1**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form

(http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrar-office/>.

Letter Grade/Point Scale for ENG 399: Your final grade in English 399 will be based on the following weighted scale. Each assignment will be worth a percentage of your final grade as noted below.

A = 100-90;	Digital Portfolio Components (x4)	20%
B = 89-80;	Teaching Presentations (x2)	20%
C = 79-70;	Reflection Essays (x2)	20%
D = 69-60;	Annotated Bibliography	20%
F = 59 and below	Calendars (x2)	10%
	Homework/Participation/Attendance	10%

Late Work:

All work must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Work turned in to my mailbox, submitted on Canvas, or emailed after the due date will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Daily attendance is required for this course. **More than three absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reily Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

- August 22 First day of class
- September 4 Grades of W or F go into effect
- October 16 Mid-semester grades reported
- November 19-23 Thanksgiving Holiday – No Classes
- November 30 Last day to withdraw from a course
- December 3-6 Exams

WEEK 1: PROFESSIONAL LEARNING COMMUNITIES

Wednesday, August 22

In Class: Introduction to the course; NCTE membership; annotated bibliography project; open discussion. PLC groupings: (seniors) – Becca, Kaitlyn, Jack, Avery, Jamie; (juniors) – Elizabeth, Clifton, Christopher, Verity, Carson, Tess

Homework: Read DuFour, R. (2004), Mindich, D. & Lieberman, A. (2012), and listen to podcast by Earp, J. (2017). Make your first three entries in your annotated bibliography for each of these sources. Be sure to include a one-paragraph summary of the source and a one-paragraph reflection.

WEEK 2: PROFESSIONAL LEARNING COMMUNITIES (CONT)

Wednesday, August 29

In Class: Discuss articles by DuFour, Mindich, and podcast by Earp. Group planning/strategy session.

Homework: Establish PLC goals and schedule for the semester – Google calendar due next week.

WEEK 3: DIVERSITY & EQUITY

Wednesday, September 5 – Google Calendar DUE

In Class: Discussion of PLC schedule and goals. Introduction to diversity & equity in education and the Black Minds Matter course / assignment. BMM course selection and presentation schedule.

Homework: Read Horn, S., & Romeo, K. (2010), Metropolitan Center for Urban Education (2008). Add these two sources to your annotated bibliography. Be sure to include a one-paragraph summary of the source and a one-paragraph reflection.

WEEK 4: DIVERSITY & EQUITY (CONT)

Wednesday, September 12

In Class: Discussion of Horn and Metropolitan Center for Urban Education articles.

Homework: Begin preparing for your Black Minds Matter team-teaching presentation. Identify and begin reading two additional articles on diversity and equity in secondary English education. Add both of these articles to your annotated bibliography. Be sure to include a one-paragraph summary of the source and a one-paragraph reflection.

WEEK 5: DIVERSITY & EQUITY (CONT)

Wednesday, September 19

In Class: Black Minds Matter presentations, seniors

Homework: Draft a reflection essay on diversity and equity in the classroom. Your essay should be grounded in the research we've looked at in this class (Horn, Metropolitan Center, and BMM) as well as the two additional articles you've located in your own research.

WEEK 6: DIVERSITY & EQUITY (CONT)

Wednesday, September 26

In Class: Black Minds Matter presentations, juniors

Homework: Add your selected episode from the Black Minds Matter course to your annotated bibliography. Be sure to include a one-paragraph summary of the source and a one-paragraph reflection.

WEEK 7: TEACHING & LEARNING

Wednesday, October 3 – Diversity & Equity Reflection Essay DUE

In Class: Closing discussion of diversity and equity. Introduction to teaching and learning assignment.

Homework: Identify and read one article from the NCTE journal that you will present to the class next week. Communicate with your PLC to ensure every member has a different article. Add your article to your annotated bibliography. Be sure to include a one-paragraph summary of the source and a one-paragraph reflection.

WEEK 8: TEACHING & LEARNING (CONT)

Wednesday, October 10

In Class: Teaching and learning presentation and discussion, seniors

Homework: Begin considering your research interests.

WEEK 9: TEACHING & LEARNING (CONT)

Wednesday, October 17

In Class: Teaching and learning presentation and discussion, juniors

Homework: Share your articles (in PDF versions) with the class and work on collaborative projects with your PLC

WEEK 10: PROGRAM REQUIREMENTS: DIGITAL PORTFOLIO

Wednesday, October 24 – Class meeting in library

In Class: Introduction to digital portfolio assignment. Wordpress skills session.

Homework: Finish building out your Wordpress digital portfolio. Transfer all annotated bibliography entries to date.

WEEK 11: STATE REQUIREMENTS: PRAXIS

Wednesday, October 31

In Class: Discussion of Praxis exam requirements. Q&A session.

Homework: Locate information on the Praxis exam online and take the quiz in Canvas. Add your study and exam dates to your Google calendar.

WEEK 8: STATE REQUIREMENTS: MCCRS / CODE OF ETHICS

Wednesday, November 7 – Praxis Quiz & Schedule DUE

In Class: Discussion of MCCRS. Introduction to MS Educator Code of Ethics. Q&A session.

Homework: Locate the MCCRS online and take the quiz in Canvas.

WEEK 13: PROGRAM REQUIREMENTS: LESSON & UNIT PLANS

Wednesday, November 14 – MCCRS Quiz DUE / Ethics Discussion DUE

In Class: Introduction to lesson and unit planning. Group practice with template. Q&A session.

Homework: Respond to online discussion covering components of the lesson and unit plan templates.

WEEK 14: THANKSGIVING BREAK – NO CLASS

Wednesday, November 21

Homework: Complete any additions or revisions to your digital portfolio. Portfolio presentations will be given during finals week.

WEEK 15: PROGRAM REQUIREMENTS: TIAI & TWS

Wednesday, November 26 – PLC Reflection Essay DUE

In Class: Introduction to TIAI and TWS. Class discussion.

Homework: Respond to online discussion covering components of the TIAI and TWS.

WEEK 16: EXAM WEEK / PDR

Monday, December 3-6 – Complete the Professional Dispositions Rating (self-assessment) by December 3. Wrap up of student presentations of digital portfolio projects and class celebration.