



## SYLLABUS

**Course title and number**      ENG 486, Section 1  
**Term (e.g., Fall 200X)**        Spring 2018  
**Meeting times and location**    KE 247, 4:20 – 5:45 PM and online

### INSTRUCTOR INFORMATION

**Name**                                Dr. Gabriel Scala  
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**Office hours**                        MWF 12-2, TR 12:30-2 and by appointment  
**Office location**                    Kethley Hall 258

### TEXTBOOK AND/OR RESOURCE MATERIAL

#### Required Resources

- Access to the College and Career Readiness Standards (CCRS) and TaskStream

Candidates will need to subscribe to TaskStream during the course(s) in which these assessments are completed. If purchased through the campus bookstore, the cost is \$53 per year and can be paid with financial aid funds. If purchased directly from TaskStream, the cost is as follows: \$\$49.99 per year or \$29.99 for five months.

**The Delta State University College of Education assessment system utilizes TaskStream to collect data on individual candidates and to summarize and analyze data for ongoing program improvement. Each candidate is expected to purchase and use TaskStream for all assignments designated in this class. Effective Fall, 2010, candidates will receive a grade of incomplete if deadlines to upload assignments into TaskStream are not adhered to, even if a paper copy of the assignment has been submitted.**

### COURSE DESCRIPTION AND PREREQUISITES

**ENG 486, SENIOR SEMINAR IN ENGLISH EDUCATION.** Language assessment and cognitive development in young adults, internship problems and solutions, and portfolio preparation and evaluation. **3 CR; Prerequisites: Senior standing in Teacher Education Program or permission of instructor; to be taken concurrently with student teaching internship.**

**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

#### **Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)

2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

**National Council of Teachers of English Standards (NCTE):** This course emphasizes the following NCTE standards:

1. The institution establishes a specific curriculum for pre-service English language arts teachers.
2. Acquire Specific Attitudes for English Language Arts: Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers.
3. Knowledge of English Language Arts: The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory and findings.
4. Pedagogy for English Language Arts: The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching and practice.
5. Field-Based Experiences in English Language Arts: The program requires field-based experiences which have clearly defined roles and expectations for student teachers, cooperating teachers, and college or university supervisors.

**College and Career Readiness Standards (CCRS):** Students should understand that they need to align instruction with the relevant standards and competencies required to be taught, and they must create objectives to increase their students' proficiency levels for the competencies.

**Course Goals and Objectives:**

Given a series of professional development activities, participants will demonstrate increased competency in the ability to:

- Apply knowledge and skills gained in their teacher preparation courses (measurement, educational psychology, curriculum and instruction, etc.) and methods courses (addressing students at both middle and high school setting) to various responsibilities encountered during their internships (test construction, design of instructional plans, classroom management techniques, professional ethics, etc.).
- Students will employ English Education teaching and evaluation skills in the classroom and reflect upon the degree of their successful application.
- Students will demonstrate professional behavior including meaningful participation in various school activities, membership and involvement in professional organizations, and adherence to the highest ethical standards.
- Students will develop the skill and habit of reflective practice.
- Students will demonstrate appropriate employability skills, including developing a resume and cover letter and participating in a job interview.
- Students will develop an on-going learning and professional support community with their classmates and instructor, using facilitative discussion skills and technology-assisted communication (e-mail, Websites, bulletin boards, etc.).

**Technology:** Candidates will use word processing to complete assignments, create PowerPoint presentations to support lessons, identify websites to support teaching, and evaluate websites for research as well as develop a fully digital professional portfolio.

**Diversity:** Candidates will be expected to demonstrate familiarity with best teaching practices that represent cultural and ethnic diversity; candidates are also expected to demonstrate an understanding of the value in including diverse literature in the classroom.

### **Diversity Proficiencies Expected of all Candidates**

1. Develop the capacity to teach within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs. (CF 1, 3; DRS 3)
2. Identify contextual factors that may influence student learning and act upon these factors in planning curriculum and instruction. (CF 2, 3, 4; DRS 2)
3. Establish classroom and school climate that reflects the belief that all students have the ability to learn. (CF 2, 3, 4; DRS 1, 2, 4)
4. Differentiate instruction and experiences based on contextual factors and diverse needs of learners (CF 2, 3, 4, 5; DRS 1,2, 4)
5. Use appropriate assessment strategies to serve the diverse needs of learners (CF 3, 4; DRS 1,2)

\*CF = Delta P<sup>3</sup> Model; DRS = Dispositions Rating Scale

### **GRADING POLICIES**

#### **Major Activities:**

1. **100% Attendance at Scheduled Seminars**
2. **Digital Portfolio** – should include the following sections: resume / philosophy / planning / methodology / scholarship
3. **Professional Portfolio** - should contain lesson plans, sample tests and other evaluation procedures, distribution of scores for tests, transparencies, materials you have developed or used, evaluations of your teaching by your Cooperating Teacher, etc. Bring the notebook to all seminars and have it available during conferences with your actual University Supervisor. Organization of this notebook will be addressed during our 1st seminar.
  - A. Personal Data Forms
    - Student teaching information
    - Cover letter
    - Resume
  - B. Weekly Intern Schedules
  - C. Lesson Plans
    - Comprehensive 14-day TIAI lesson unit
    - Best one-week daily plans detailing the following:
      - 1) What you wanted the students to learn (your objectives)
      - 2) How you got them to learn the material (the procedure)
      - 3) How you knew if they succeeded or not (evaluation/closure)
  - D. Ideas and Materials
    - Personally-developed Powerpoints
    - Personally-developed handouts
    - Creative endeavors or special projects

- E. Evaluations
    - Cooperating teacher's evaluation form
    - Cooperating teacher's letter of recommendation
    - Supervising professor's evaluation forms
  - F. Miscellaneous
4. **Student Teaching Journal** - should contain your thoughts, reactions, questions, and learning experiences of each week of your internship. This includes both observations and teaching episodes. Students are to spend a minimum of 30 minutes each week in the actual writing of this journal. You should begin journaling during your first week in the classroom. There will be three weeks that require specific responses to questions that I will ask after each total class meeting.
  5. **One Video Session and Lesson Evaluation** – Students will be required to make one video of their teaching and complete a “Lesson Evaluation Form.” Following is a recommended list of tips for videotaping:
    - Tape at least one entire class period.
    - Use a tripod for the camera.
    - Tape at least three days in advance of the seminar so that you will have time to tape again if there is a problem.
    - Watch your tape—alone—all the way through at least twice. Fill out the appropriate video feedback form “Lesson Evaluation” during your second viewing.
    - Find the five-minute segment that represents your best teaching.
    - Transfer that segment to your digital portfolio and have it set and ready to go for the small seminar group.
    - Prepare a one-minute introduction to your best five-minute teaching episode. Explain whatever is necessary for our understanding.
  6. **Resume and Cover Letter**
  7. **Annotated Bibliography** – should include 10 annotations of scholarly articles dealing with issues in the ELA classroom, pedagogy, methodology, etc.

**Methods of Instruction:** Since teacher candidates are doing internships in various parts of the state, students will meet six times throughout the semester to do presentations and discuss best practices. An online discussion and scholarly annotation will be submitted electronically each week that addresses specific areas of concern or weakness in the secondary English classroom.

**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](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 486:** Your final grade in English 486 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

## Projects:

- Weekly Online Discussions (40%)
- Major Assignments (60%):
  - Student Teaching Journal
  - Annotated Bibliography
  - Teaching Video Presentation
  - Resume & Cover Letter
  - Teaching Philosophy (including Research and Diversity Statements)
  - TIAI and TWS

## Grade Scale:

A 90-100% | B 80-89% | C 70-79% | D 60-69% | F 59% and Below

## Late Work:

All work – rough drafts and final copies – 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 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.

**100% Attendance at face-to-face seminars is required for this class.** Each absence will equal one drop in letter grade unless due to an extreme circumstance.

## 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**

- January 9 First day of class
- March 12-16 Spring Break – No Classes
- April 27 Last day of classes
- April 30-May 4 Final Exam Week

**January 9 / Meeting 1: / Introduction to the Course**

Discussion of professional and digital portfolios / Student goals for the course / Teacher as Scholar – annotated bibliography project / Student Teaching Journal project / Student teaching thus far (challenges and successes) / What to prepare for next seminar meeting: bring a copy of your student teaching journal and be prepared to read and discuss one entry; be prepared to discuss one journal article you included in your annotated bibliography; bring your laptops to our next meeting.

**January 30 / WEEK 4: / Digital Portfolio Building**

Collaboration on digital portfolio building / Check in on weekly online discussions, journals, and annotations / Discussion of Resume and Cover Letter assignment / Discussion of Teaching Philosophy Assignment / Student teaching challenges and successes / What to prepare for next seminar meeting: your finish(ish) draft of your resume and cover letter; a completed draft of your teaching philosophy (including your research and diversity statements); bring a copy of your student teaching journal and be prepared to read and discuss one entry; be prepared to discuss one journal article you included in your annotated bibliography; be prepared to pull up your digital portfolio (in early draft stage) online.

**February 20 / WEEK 7: / Resume, Cover Letter, & Teaching Philosophy**

Review of resume and cover letter drafts followed by revision workshop / Presentation of teaching philosophy – including research agenda and diversity statement / Check in on weekly online discussions, journals, and annotations / Discussion of Teaching Video assignment / Student teaching challenges and successes / What to prepare for next seminar meeting: bring your edited and final teaching demonstration video and be prepared to present and discuss; bring your student teaching journal and be prepared to read and discuss one entry; be prepared to discuss one journal article you included in your annotated bibliography.

**March 20 / WEEK 11: / Teaching Video Presentation**

Student teaching video presentations and discussion / Check in on weekly online discussions and annotations / Discussion of Annotated Bibliography and Portfolio Presentation assignment / Student teaching challenges and successes / What to prepare for the next seminar meeting: bring your entire student teaching journal and be prepared to read and discuss one entry; be prepared to discuss one journal article you included in your annotated bibliography; bring your TIAI and be prepared to present.

**April 10 / WEEK 14: / Portfolio Presentations**

Presentation of Professional and Digital Portfolios / Check in on weekly online discussions and annotations / Discussion of final class meeting & review of student goals for the class / Student teaching challenges and successes / What to prepare for next seminar meeting: TWS.

**May 1 / EXAM WEEK / Final Class Meeting TBD**