

ENG 610 – Advanced Methods, Ethics, and Law

Course Syllabus

Yearly / Spring III

Online

Faculty Information

Name: Dr. Gabriel Scala, Assistant Professor of English

Email: gscala@deltastate.edu – When possible, please use the Canvas message system to contact me.

Office Location: KE 251

Office Phone: (662) 846-4060

Office hours: Available on-campus _____ ; Available online _____

Communication plan: All emails and Canvas messages will receive a response within 48 hours. All work submitted on-time will be graded within 7 days.

Course Materials

Required Materials –

A Teacher's Pocket Guide to School Law (3rd edition) ISBN: 978-0133351910

Culturally Responsive Teaching: Theory, Research, and Practice (3rd edition) ISBN 978-0807758762

Mississippi Educator Code of Ethics. Retrieved from

https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

Course Description

This course will involve practice and application of educational theory, ethics, and law in the methods of teaching in secondary ELA classrooms. 3

Purpose

The purpose of this course is to introduce students to educational theory, ethics, and law as they apply to the secondary English Language Arts classroom.

Program Learning Outcomes

The Master of Education degree in English is designed to prepare quality teachers who possess the knowledge, skills, and dispositions that enable them to deliver effective, research-based instruction in secondary English Language Arts classrooms.

Students who graduate from the program will:

PLO1. Demonstrate data literacy and proficiency in data analysis to include instructional assessment and student and community data (CAEP A1.1, NCTE V, NBPTS I, X)

PLO2. Use research and research methods for scholarship, planning, and instruction (CAEP A1.1; NCTE V, VI; NBPTS IX)

PLO3. Lead and participate in inclusive collaborative activities (CAEP A1.1; NCTE VII; NBPTS III, XI)

PLO4. Demonstrate proficiency in the use of technology for ELA classrooms (CAEP A1.1)

PLO5. Demonstrate knowledge of educational dispositions, laws, policies, and codes of ethics and advocate for their students, for ELA content, and for the profession (CAEP A1.1; NCTE VI; NBPTS XII)

PLO6. Demonstrate advanced content knowledge that specifically includes a wide range of literary texts and writing a variety of texts for a range of audiences and purposes (CAEP A1.2; NCTE I, II; NBPTS V, VI)

PLO7. Plan literature, composition, and speaking and listening instruction in English Language Arts that demonstrates a commitment to fairness, equity, and diversity (NCTE III, IV; NBPTS II, IV, VII, VIII)

This course helps students achieve the following program learning outcome(s):

PLO1. Demonstrate data literacy and proficiency in data analysis to include instructional assessment and student and community data (CAEP A1.1, NCTE V, NBPTS I, X)

PLO2. Use research and research methods for scholarship, planning, and instruction (CAEP A1.1; NCTE V, VI; NBPTS IX)

PLO3. Lead and participate in inclusive collaborative activities (CAEP A1.1; NCTE VII; NBPTS III, XI)

PLO5. Demonstrate knowledge of educational dispositions, laws, policies, and codes of ethics and advocate for their students, for ELA content, and for the profession (CAEP A1.1; NCTE VI; NBPTS XII)

PLO7. Plan literature, composition, and speaking and listening instruction in English Language Arts that demonstrates a commitment to fairness, equity, and diversity (NCTE III, IV; NBPTS II, IV, VII, VIII)

Course Student Learning Outcomes

At the completion of the course students will:

SLO1. Construct a TWS in which they gather and analyze student data (PLO1)

SLO2. Build an annotated bibliography of assigned and independent reading and research in educational theory, ethics, and law (PLO2)

SLO3. Collaborate with peers on the development of thesis projects (PLO3)

SLO4. Write a reflection essay that demonstrates knowledge of educational theory, ethics, and law (PLO5)

SLO5. Construct a two-week unit plan (TIAI) for literature and composition in a secondary ELA classroom (PLO7)

Major Course Activities

Weekly Discussions – There will be two discussion board prompts each week. One discussion will cover the week’s reading and course content. A second discussion will ask you to reflect on the course content as it relates to your thesis project. All initial posts to the discussion boards are due no later than midnight CST on Thursday of each week. Students are also required to respond to a minimum of two of their peers’ posts by the following Monday of each week no later than midnight CST. Initial posts must be a minimum of 750 words; response posts must be a minimum of 250 words.

Annotated Bibliography – Each week you will read course selections and conduct research in a particular content area. For each reading and research assignment, you are to construct an annotated bibliography entry that both summarizes the content of the reading and reflects on its usefulness for your scholarship (thesis project) or the classroom in a minimum of two paragraphs.

Teacher Intern Assessment Instrument (TIAI) – One of the major assignments for this course is the two-week unit plan. Your final plan should reflect your knowledge of educational theory, ethics, and law and apply that knowledge to the planning of instruction.

Teacher Work Sample (TWS) – The second major assignment for this course is the Teacher Work Sample which asks you to reflect on eight domains in the planning and implementation of your TIAI: contextual factors and student knowledge; learning objectives; assessment plan; design for instruction; instructional decision making; analysis of student learning; reflection and self-evaluation; and design for instruction in secondary education.

Proposed Curriculum & Reflection Essay – The final major assignment for this course is a proposed curriculum and reflection essay in which students will demonstrate their knowledge of educational theory, ethics, and law.

Evaluation and Grading

Assessment: All discussion posts and major written assignments will be evaluated according to the following departmental guidelines:

- A This grade represents excellent to distinguished work for the course.
- The work exceeds what is ordinarily expected in scope and depth.
 - The work shows originality and creativity and/or demonstrates sound critical thinking.
 - The work may demonstrate application of concepts studied to new situations; there is willingness for risk-taking to tackle challenging problems.
 - The work demonstrates mastery of the material; it is organized and complete.
 - The argument, analysis, or problem-solving is complex.
 - Writing and logic flow smoothly.
 - The work contains few, if any, errors.
- B This grade represents work that exceeds the basic expectations for the course.
- The work demonstrates insight and critical thinking.
 - The work is organized, clear, and generally correct in analysis and/or facts; it is complete and reasonably thorough.
 - The work demonstrates a solid understanding of the material covered by the assignment.

- The work demonstrates sound problem-solving skills; there is evidence of some risk-taking.
- The structure is sound and logical but the work may lack depth in some parts of the argument.
- The work contains few errors.

C The work is competent, generally satisfying expectations, but reveals some gaps in student understanding, mastery or presentation for the course.

- The work satisfies the major requirements for the assignment.
- The work demonstrates competent problem-solving skills; it may manage straightforward problems well but have problems making connections and/or applying concepts to new situations.
- The work may leave some questions about understanding of parts of the course material because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
- The work is generally correct but contains some organizational or structural problems.
- The ideas have merit, but they may not be clearly presented or fully developed.
- The ideas may be obvious or somewhat superficial.
- The work may be weakened by grammar or punctuation errors.

D The work is of a poor quality; it is substandard in several areas for the course.

- The work may not satisfy all requirements for the assignment.
- The work contains serious flaws in logic or omissions of information.
- The work reflects noticeable gaps in mastering the material and concepts studied.
- The work reflects oversight or incomplete analysis.
- The thinking is flawed except for that on the most basic of problems.
- The work may be unclear and poorly organized.
- The work may be disrupted with grammar or mechanical errors.

F The work is not acceptable; it is substandard in many areas for the course.

- The work does not achieve the goals of the assignment.
- The work reflects little understanding of the material and concepts studied.
- The work contains serious errors, oversights, incomplete analysis, or carelessness. There is little evidence of the ability to recall information and relate it to the concepts studied.
- The work is incomplete and/or provides evidence of little thought.
- The work may not address the assignment.
- The work may be disrupted with serious errors in grammar and mechanics.

Assignment Group Weights:

Discussions: 30%

Annotated Bibliography: 10%

TIAI: 20%

TWS: 20%

Proposed Curriculum & Reflection Essay: 20%

Rounding Rules: No final course grades will be rounded.

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

Late Assignment Policy: Because 5-week courses move so quickly, all work in this course must be turned in on time. Late work will not be accepted unless you have made a personal arrangement with the instructor in advance. Work turned in to an instructor's mailbox will not be accepted; work submitted online after the due date will receive an automatic zero. If you are unable to turn in an assignment for emergency reasons, please inform the instructor personally as soon as possible. The decision of whether the instructor accepts late work, regardless of excuse, is solely hers.

Feedback and Grades: All work submitted on-time will be graded within 7 days unless otherwise noted by the instructor. Students should expect to receive a completed rubric and written feedback on all discussions and major assignments.

There is no final exam in this course.

Attendance

Attendance Policy: Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting.

A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

Academic Honesty Policy/Grievance Policy/FERPA

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, see the [DSU Policy on Academic Honesty](http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/): <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

Academic Grievance Policy-Undergraduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student's performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: <http://www.deltastate.edu/academic-affairs/registrar-office/forms-and-policies>

Etiquette and Civility Online/Netiquette

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material;
- Take your posts seriously and review and edit your posts before sending;
- Always give proper credit when referencing or quoting another source;
- Be sure to read all messages in a thread before replying;
- Don't repeat someone else's post without adding something of your own to it;
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point;
- Always be respectful of others' opinions even when they differ from your own;
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way;
- Do not make personal or insulting remarks;
- Be open-minded.

Below is a source with some basic netiquette tips that you may find useful:

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

Additional Course-Specific Rules, Policies, Expectations

Methods of Instruction and Course Schedule: All instruction will take place online via discussion boards, posted lectures, and written feedback on submitted work. Readings will be assigned each week and connected to a discussion board that will be due no later than midnight on Thursday of each week. Major assignments (including annotated bibliography entries, early work on the class essay, and the final essay) will be due no later than midnight on Sunday of each week. For our purposes, the first day of the learning week will be Monday.

Assignment Submission Requirements: All assignments are to be submitted online through the Canvas classroom as a Microsoft Word* document. No other formats will be accepted and submitting assignments in other formats will not count as timely submission.

*All DSU students have access to a free version of the Microsoft suite, including Microsoft Word, through Office365 (use your Okramail credentials to log in, click the box of dots in the upper-left corner, select Office365, and click "Install Office" in the upper-right corner). For assistance, contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-

4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Course Schedule/Content Outline

Week 1	Culturally Responsive Teaching	Discussion 1 & 2; annotated bibliography
Week 2	MS Code of Ethics	Discussion 1 & 2; annotated bibliography; TIAI topic selection
Week 3	Educational Law	Discussion 1 & 2; annotated bibliography
Week 4	Advanced Methods	Discussion 1 & 2; annotated bibliography; TIAI & TWS rough draft
Week 5	Unit Planning, Analysis, & Reflection	TIAI & TWS; reflection essay

Add and Drop deadlines are listed in the Academic Calendar:

<http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog:

<http://www.deltastate.edu/academic-affairs/catalog/>

Technology

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](#). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Link to Canvas: <https://deltastate.instructure.com>

Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10720>

Canvas Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Canvas Accessibility Statement: <https://www.canvaslms.com/accessibility>

Student Support Services

Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and

eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

Writing Resources for Students

- Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
- <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
- Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
- Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

ADA Statement and Disability Services

Information about [Disability Services](#) can be found on the DSU website.

<http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](#), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

Disclaimer

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.