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Office hours: MWF 8:00-9:00, TR 8:00-9:30, and any day by mutually convenient appointment

Course Description

Theory and practice of language arts pedagogy in Grades 7-12. Required for students planning to take English Language Arts and Reading Grades 7-12 TExES (Texas Examination of Educator Standards).

Prerequisite(s) 9 hours of 300 and 400-level English and junior standing or consent of instructor

Some important notes if you are preparing for student teaching:

- You must also complete all of your English courses and your SEDT courses through SED 460 prior to student teaching.

- **Make sure you are aware of the September 15th, 2017 deadline to apply if you plan to student teach Spring 2018 or February 15th, 2018 if you plan to student teach Fall 2019:**
  http://coe.sfasu.edu/students/student-teaching

- See [http://cms.texas-ets.org/](http://cms.texas-ets.org/) for the deadlines of registering for the TExES 231 ELAR 7-12 which you must pass prior to student teaching. Be aware there are limited offerings of the exam each year. You will not be able to register until I have cleared you to take the exam. 1
  **Also, be aware of the ELAR 7-12 testing dates (below) so that you can make sure you take the test and your scores to be reported in time to student teach.** Also, many students have recommended the study material for the exam that can be purchased here:
  www.certifyteacher.com

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1 For me to clear you to take the ELAR 7-12 examination, you must score at least an 70% on the practice test. Students not achieving an 70% or better will need to see me to make arrangements on a case by case basis.
• 2017-2018 TExES Limited Administration (with Constructed Response) CAT Testing
  • English Language Arts and Reading (ELAR) 7-12

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<tr>
<th>Test Date</th>
<th>Registration Period</th>
<th>Scores Available</th>
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<td>9/16/17 – 9/23/17</td>
<td>5/29/17 – 9/1/17</td>
<td>10/13/17</td>
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<td>1/6/18 – 1/13/18</td>
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• If you try to register and one of the dates does not show up as an option, call the TEA and ask if they will open up a testing seat here at SFA for you. If not, you can see if a spot is open in Kilgore, Marshall, or Tyler: http://cms.texas-ets.org/cat/testcenters/#Region7

Required Texts and Materials

You will need to read and bring a copy of the following novels to class:

• Dickens’ *A Christmas Carol*
  Fitzgerald's *The Great Gatsby*
  Shakespeare's *MacBeth*
  Wiesel’s *Night*

Department Objectives

1. Develop students’ practical skills in reading, writing, and reasoning, and research skills in traditional print as well as electronic sources.

2. Enable students to think critically and analytically, and to communicate effectively in a variety of contexts.

3. Promote students’ understanding of literary and cultural history.

4. Empower students to understand and write about texts, as well as produce original texts.

5. Train students to apply the skills they have learned in the discipline to a variety of situations.

Course Objectives

1. Students will demonstrate their proficiency at identifying different modes, genres, and classifications of literature from Antiquity to Present.

2. Students will achieve mastery 70% or better at practice ELAR 7-12 Examination
3. Students will generate a portfolio of usable materials that demonstrate their ability to produce effective and grade-level appropriate instructional materials.

4. Students will generate a minimum of one-hundred written pages of course-related material.

5. Students will master critical, analytical theory, and terms related to literary analysis.

Program Learning Outcomes

1. The student will demonstrate the ability to read complex texts, closely and accurately.

2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.

3. The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.

4. The student will demonstrate ability to effectively conduct literary research.

5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

Coursework Requirements and Grading Policy

- The final course grade will be determined by the following weighted categories:

  1) A 45 minute literature teaching demonstration (40%)
  2) A 30 minute composition teaching demonstration (30%)
  3) Assessment Design x 2 (30%)
  4) Practice ELAR 7-12 exam (This is not graded but it is required to be taken to receive a grade in the course.)

Final Course Grade

A 100%-90%   B 89.9%-80%   C 79.9%-70%   D 69.9%-60%   F 59.9% and below
Excellent     Good        Average      Below Avg.

Course Policies

- Adults make arrangements. They also take responsibility, are held accountable, and accept the consequences of their actions.

- Attendance, Participation, and Preparation
Regular, prompt attendance, active participation, preparation, and adherence to the syllabus policies are expected. Attendance is taken daily and you are responsible to initial the sheet as it comes around at the beginning of class. I do not differentiate between excused and unexcused absences—an absence is an absence. If you arrive late or leave early, sleep, habitually use your cell phone, listen to music, work on material for another class, or engage in side conversation, you will be marked absent. Students are responsible for keeping track of their absences as no warnings will be given. In accordance with SFA’s Class Attendance and Excused Absence policy (6.7), exceeding 3 absences will result in failure of the course.2

If you miss class, you are responsible to find out from a classmate what you missed. Do not ask me. You can get notes from them and find out if you missed any announcements. After speaking to a classmate, if you have specific questions, please see me. I will not give you a private lecture over what you missed in class. Period.

Some notes about my office hours: Students don’t need an appointment to see me during office hours; please stop by, but realize that during weeks when assignments are due, Wednesdays and Thursdays will usually be quite busy. I divide my time by how many students are waiting. If you are in the same class and want to come in as a group, you can elect to do so. My office hours are five days per week and during normal business hours—I am not obliged to make an appointment with students later in the day just because they don’t like to wake up early. Also, if I am with a student, please make sure that I see you and know that you are waiting—do not walk into my office when I am with another student. If you are turning something in, you don’t need to wait—please just excuse yourself and hand me your paper. Don’t email and dictate a time for an appointment—it shows a complete lack of respect for my schedule. If you need an appointment, please email me with all of the days and times you are available (not just the ones most convenient to you).

I post all assignments and unofficial grades on D2L (the grade on your assignment is official). Do not contact me about your grade until after you have had the assignment returned to you and you have read my comments. Please notify me immediately if the grade posted on D2L does not match the grade on your paper. Students should keep all graded work until final grades have been posted. I do not monitor or respond to e-mails sent via D2L; all e-mails should be sent to samsc@sfasu.edu. For D2L technical support, contact student support in The Center for Teaching and Learning at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

Check your SFA e-mail account daily during the week. I return most e-mails within 24 hours. If you don’t hear back from me within 24 hours on a weekday, please resend your e-mail—I may not have received it. This is a professional atmosphere; e-mails should have a subject, salutation (if for initial contact), body, and signature.

2 ENG 444 is only taught in fall semesters. All English courses must be complete to student teach, so the soonest a student would be eligible to student teach after failing this course would be Spring 2019 (assuming they retake ENG 444 Fall 2018 and pass).
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (A-9.1)

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp.

In cases where there exists a violation of academic integrity (whether intentional or unintentional), I reserve the right to fail a student for part of or the entire assignment in question or the entire course.

Withheld Grades Policy (A-54)

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Students with Disabilities

To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Tentative Course Outline

Week 1 8/28: Practice ELAR 7-12 Examination

Week 2 9/4: Discussion of syllabus, learning modalities, higher-order thinking skills, assessment design, grading systems, classroom management, and conflict resolution

Week 3 9/11: Creative Writing and Film and Media guest speakers; Grading of student writing activity and discussion

Week 4 9/18: ELAR Dispositions, Ethics, and Social Justice Seminar

Week 5 9/25: Presentations
   - Introduction to *A Christmas Carol* **Kristen**
   - Characters in *A Christmas Carol* **Alandria**

Week 6 10/2: Presentations
   - Introduction to *The Great Gatsby* **Amanda**
   - Symbolism in *The Great Gatsby* **Mahailey**

Week 7 10/9: Presentations
   - Society and Class in *The Great Gatsby* **Abigail**
   - Introduction to *Macbeth* **Dontavia**

Week 8 10/16: Presentations
   - Characters in *Macbeth* **Hannah S.**
   - Language in *Macbeth* **Elandria**

Week 9 10/30: Presentations
   - Foil, Foreshadowing, Irony, and Comic Relief in *Macbeth* **Hannah T.**
   - Introduction to *Night* **Hannah W.**

Week 10 10/30: Presentations
   - *Night*: Fact or Fiction **Lindsey**
   - The Writing Process **Kristen**
   - Making an Outline **Alandria**
Week 11 11/6: Presentations
   Editing vs Proofreading Amanda
   Writing Introductions and Conclusions Mahailey
   Purpose, audience, voice Abigail

Week 12 11/13: Presentations
   Ethos, Pathos, Logos Dontavia
   MLA citations Hannah S.
   Evaluating Sources Elandria

Week 13 11/27: Presentations
   Logical Fallacies Hannah T.
   Constructing an Argument Hannah W.
   Plagiarism Lindsey

Week 14 12/4: Discussion of the job market, résumé and teaching philosophy writing, interview skills, and writing letters of recommendation for students

End-of-Semester Procedures

Your final assignment grade and final course grade will be posted on D2L after the close of online evaluations.

“JackText grade notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some of their anxiety when awaiting grades posting, as they will be notified the moment the grade is rolled into their academic history. Instructions for signing up for JackText can be accessed at http://www.sfasu.edu/5418.asp.”

1&2) Each student’s teaching demonstration topics and dates are listed above. The evaluation criteria are:

- Providing the class with an outline showing what the learning objectives of the lesson are
- Articulating to us what assumptions have been made prior to the lesson (e.g., what material we would have already covered)
- Teaching the lesson utilizing the three modalities of learning
- Demonstrating evidence of higher-order thinking skills
- Content Knowledge
- Presentation
- Adherence to time allotted
- Demonstrating acceptable classroom management
- Articulating what would be covered in the next class

You are strongly encouraged to see me before well in advance to discuss your lesson.
3) Students will write a full-length assessment instrument and answer key for the book covered in their literature lesson and a worksheet/take home assignment for their composition lesson. Along with these assessments, a 2-3 page justification should be included citing *Is This a Trick Question?* (available on D2L) or other research. The justification should focus on why the methods of evaluation were used and how the content/skills tested align with the unit goals. **This is due at the beginning of the following class after teaching your lesson.**