Instructor: Christopher D. Sams, Ph.D.
Office: Liberal Arts North (LAN) 261
Office phone: (936) 468-2005 (no voicemail activated)
E-mail: samsc@sfasu.edu (please indicate ENG 444 in the subject line of your message)

Office hours: MWF 8:00-9:00, TR 8:00-9:30, and any day by mutually convenient appointment
Students should not email and dictate a time for an appointment: it shows a lack of respect for my
schedule. If an appointment is needed (due to reasons other than not feeling like coming in early),
please email me with all the days and times available (not just the ones most convenient) and which
are the most preferred. It’s rare that I can accommodate appointments with less than 48 hours notice.
For this class, meeting before class has worked well for students in the past.

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:

- Students must also compete all English courses (36 hours) and SEDT courses through SED
  460 prior to student teaching.

- September 15, 2018, is the deadline to apply to student teach Spring 2019 or February
  15, 2019, to student teach Fall 2019: http://coe.sfasu.edu/students/student-teaching

- See http://www.tx.nesinc.com/PageView.aspx?f=GEN_GetResults.html (click on TExES
  and a list of contents will drop down and then click on English Language Arts and Reading
  7–12 (231) for the testing and score reporting dates for registering for the TExES 231 ELAR
  7-12 State Content Exam) which must be passed prior to student teaching. Note that
  student must wait 45 days from the original exam to retake an exam. Students will not
  be able to register until I have cleared them to take the exam.¹ There are study materials on

¹ See the Department of English and Creative Writing website for testing procedures:
reserve in the library under ENG 444. Many students have recommended online study material for the exam that can be purchased here: www.certifyteacher.com

**Required Texts and Materials**

You will need to read and bring a copy of the following novels to class (if you don’t bring a copy when a lesson is being taught or it is evident that you have not read the novel, you may be counted absent):

- 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 correlate what they have learned in their SED courses and apply them to the field of English Language Arts and Reading.

2. Students will learn how to integrate Creative Writing and Film Studies into high school classrooms.

3. Students will be able to generate meaningful, substantive assessments in English language Arts and Reading.

4. Students will utilize different strategies for grading English composition.

5. Students will gain the skills necessary to be *Proficient* in all areas of The Texas Teacher Evaluation and Support System (T-TESS).

6. Students will prepare for the TExES 231 ELAR 7-12 Content Examination.
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 (see Assignment Guidelines below for more specifics):

  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 does not affect the course grade 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
  
  o Regular, prompt attendance, active participation, preparation, and adherence to the syllabus policies are expected. Attendance is taken daily and students 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. Arriving late or leaving early, sleeping, habitual use of cell phones, listening to music, working on material for another class, or engaging in side conversation while I am talking (or a presenter) may result in being marked absent. Students are responsible for keeping
track of their absences as no warnings will be given. **Exceeding 3 absences will result in failure of the course.**

- D2L will only be used in this course for posting students’ ELAR7-12 practice exam results. Students should keep all graded work until final grades have been posted. I do not monitor or respond to emails sent via D2L; all emails 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.

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

### 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:

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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 2020 (assuming they retake ENG 444 Fall 2019 and pass).
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/](http://www.sfasu.edu/disabilityservices/).

**Tentative Course Outline**

Week 1 8/28: Discussion of syllabus, learning modalities, higher-order thinking skills, assessment design, grading systems, classroom management, and conflict resolution ELAR Dispositions, ethics, and social justice

Week 2 9/4: Practice ELAR 7-12 Examination

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

Week 4 9/18: Presentations
   - Introduction to *A Christmas Carol* Taylor
   - Characters in *A Christmas Carol* Travis

Week 5 9/25: Presentations
   - Summary of *A Christmas Carol* Emily
   - Introduction to *The Great Gatsby* Randi

Week 6 10/2: Presentations
   - Symbolism in *The Great Gatsby* Darcie
Society and Class in *The Great Gatsby* Mari

Week 7 10/9: Presentations
- Characters in *Macbeth* Kami
- Language in *Macbeth* Micaela

Week 8 10/16: Presentations
- Foil, Foreshadowing, Irony, and Comic Relief in *Macbeth* Angelica
- Summary of *Macbeth* Abigail

Week 9 10/23: Presentations
- Introduction to *Night* Josiah
- *Night*: Fact or Fiction Faith

Week 10 10/30: Presentations
- Summary of *Night* Courtney
- The Writing Process Taylor
- Critical Reading Skills Travis

Week 11 11/6: Presentations
- Making an Outline Emily
- Summary vs. Analysis Randi

Week 12 11/13: Presentations
- Editing vs Proofreading Darcie
- Writing Introductions and Conclusions Mari
- Purpose, audience, voice Kami

Week 13 11/27: Presentations
- Ethos, Pathos, Logos Micaela
- MLA Citations Angelica
- Evaluating Sources Abigail

Week 14 12/4:
- Logical Fallacies Josiah
- Constructing an Argument Faith
- Plagiarism Courtney

End-of-Semester Procedures

“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](http://www.sfasu.edu/5418.asp).”
For final course grades, an 89.9 is a B and a 79.9 is a C and so on--students should not expect or request that grades be rounded up. Final course grades will be posted on D2L after the close of online evaluations.

**Assignment Guidelines**

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
- Testing student comprehension
- Student engagement
- Adherence to time allotted
- Demonstrating acceptable classroom management
- Articulating what would be covered in the next class

**Students are strongly encouraged to see me before well in advance to discuss your lesson.** After the lesson, students will need to make an appointment with me in the office to go over their lesson and receive their score sheet. The categories above are based off of T-TESS.

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. **These are due at the beginning of the class in which students teach their lesson.**