ENG 4344.001  
Teaching English in Secondary Schools  

Fall 2021

Instructor: Drs. Wagnon & Martin  
Course Time & Location: 4-6:30 Tuesday, F 183
Office: ECRC 209N  
Office Hours: T/TH: 9-10:30 a.m. W:9-11am via Zoom
Office Phone: 936-468-2904  
Credits: 3
Email: aewagnon@sfasu.edu

I. 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).

Prerequisites: 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 complete all English courses (36 hours) and SEDT courses through SED 460 prior to student teaching.

• September 15, 2019, is the deadline to apply to student teach Spring 2020 or February 15, 2020, to student teach Fall 2020: http://coe.sfasu.edu/students/student-teaching

• TExES exam must be passed prior to student teaching. Note that a student must wait 45 days from the original exam to retake an exam. Students will not be able to register until we have cleared them to take the exam.

Required Texts:  
All course readings will be posted on D2L.  
Students are required to purchase a novel to complete the novel unit plan.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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.

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.

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 use readings from a variety of text and text forms, including YA, poetry and case studies, to build their pedagogical and instructional strengths.
3. Students will gain an understanding of the issues associated with being a new ELA teacher at the secondary level.
4. Students will demonstrate an understanding of ELA teaching and planning through the crafting and delivery of lesson, mini-lessons, cases analysis and unit plans.
5. Students will utilize different strategies for grading English composition.
6. Students will gain the skills necessary to be Proficient in all areas of The Texas Teacher Evaluation and Support System (T-TESS).
7. Students will prepare for the TExES 231 ELAR 7-12 Content Examination.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Assignments</td>
<td>400 pts</td>
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<tr>
<td>Course Participation</td>
<td>100 pts</td>
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<tr>
<td>Teaching Demonstrations</td>
<td>100 pts</td>
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<tr>
<td>Short Story Unit Final</td>
<td>200 pts</td>
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<tr>
<td>Total points.</td>
<td>800 pts</td>
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V. Weekly Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Course Introduction, Funds of Knowledge</td>
</tr>
<tr>
<td>8/31</td>
<td>Teaching Reading, Lesson Plan, Context for Learning</td>
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<tr>
<td>9/7</td>
<td>Teaching Reading, Schema</td>
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<tr>
<td>9/14</td>
<td>Writing Learning Targets, Academic Language</td>
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<td>9/21</td>
<td>Teaching Vocabulary</td>
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<td>9/28</td>
<td>Reading Aloud, Discussion/Questions</td>
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<tr>
<td>10/5</td>
<td>Reading Aloud, Discussion/Questions</td>
</tr>
<tr>
<td>10/12</td>
<td>Teaching Story</td>
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<tr>
<td>10/19</td>
<td>Teaching Writing</td>
</tr>
<tr>
<td>10/26</td>
<td>Teaching Writing (Prompt, STAAR)</td>
</tr>
<tr>
<td>11/2</td>
<td>Giving Writing Feedback</td>
</tr>
<tr>
<td>11/9</td>
<td>Writing MC Assessments</td>
</tr>
<tr>
<td>11/16</td>
<td>Wakelet, Lesson Plan Work</td>
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<tr>
<td>11/23</td>
<td>No Class, Thanksgiving Holiday</td>
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<tr>
<td>11/30</td>
<td>Teaching Story</td>
</tr>
<tr>
<td>12/7</td>
<td>Finals</td>
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VIII. Student Ethics and Other Policy Information:

Attendance
**Attendance is mandatory.** This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter.

**Students with Disabilities**

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 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/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**

Academic integrity is a 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.

**Definition of Academic Dishonesty**

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 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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, 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 and 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.

**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 iCare: Early Alert Program at SFA.
Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Student Code of Conduct: Policy 10.4**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

**Mental Health and Wellness**
Please copy and paste the following information into your course syllabus. SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential. On-campus Resources:
SFA Counseling Services www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
936.468.2401

SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp
Human Services, Room 202
936.468.1041

Crisis Resources: Burke 24-hour crisis line:
1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741