ENGL 4344.001
Teaching English in Secondary Schools

Fall 2023

Instructor: Drs. Wagnon & Martin    Course Time & Location: 4-6:30 Tuesday, F 183
Office: ECRC 209N    Office Hours: T/TH: 8:45-10:45 a.m. T:1-2 p.m.
Office Phone: 936-468-5496    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

Course Hour Justification:
ENGL 4344 Teaching English in Secondary Schools (3 credits) meets once a each week in 150-minute segments for 15 weeks and requires multiple teaching presentations. Outside of class work includes designing an learning segment, reading assignments, participating in observation/tutoring, and planning for teaching presentations. Outside activities average a minimum of six hours each week.

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 is the deadline to apply to student teach Spring 2024 or February 15 to student teach Fall 2024: https://www.sfasu.edu/coe/student-resources/educator-preparation/clinical-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 may choose to purchase a short story collection 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 be introduced to the professional ethical code and how that code impacts their interactions with future colleagues and student. They will demonstrate an understanding of these codes through displayed classroom practices and reflective writing.
5. Students will demonstrate an understanding of ELA teaching and planning through the crafting and delivery of lesson, mini-lessons, cases analysis and unit plans.
6. Students will be exposed to different teaching strategies and technologies available to enhance online/distance learning. They will explore how these different technologies can be implemented in face-to-face environments and electronic. Students will display this understanding through the development of two sets of lesson plans that will be included in the final unit plan project—a face-to-face set and an online/distance set.
7. Students will utilize different strategies for grading English composition.
8. Students will gain the skills necessary to be Proficient in all areas of The Texas Teacher Evaluation and Support System(T-TESS).
9. 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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</thead>
<tbody>
<tr>
<td>Course Assignments (lesson plans, writing feedback, etc)</td>
<td>250 pts</td>
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<tr>
<td>Teaching Demonstrations (4)</td>
<td>400 pts</td>
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<tr>
<td>Professional Development/Community Showups and Reflection</td>
<td>100 pts</td>
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<tr>
<td>Unit Plan</td>
<td>200 pts</td>
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<tr>
<td>Final Wakelet and Observation Presentation</td>
<td>50 pts.</td>
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<tr>
<td>Total points.</td>
<td>1000 pts</td>
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V. Weekly Schedule

Weekly Schedule Fall 2023

<table>
<thead>
<tr>
<th>Week 1 8/29</th>
<th>Course Introduction</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>Create Wakelet</td>
</tr>
<tr>
<td></td>
<td>Bring list of your top 3 short stories to next class</td>
</tr>
</tbody>
</table>
| Week 2 | 9/5 | Pre-Reading  
Homework:  
Read *Readicide* chapter 1 |
|---|---|---|
| Week 3 | 9/12 | edTPA  
Schema  
Homework:  
Complete the lesson plan template with your chosen building schema activity. Bring all your printed materials to class. (Two sets) |
| Week 4 | 9/19 | Prereading  
POP (Pre-Observation)  
Homework:  
Be ready to teach the next class. Bring all your printed materials to class. (six sets). Remember to wear professional clothing. |
| Week 5 | 9/26 | Teaching schema lesson  
POP (Post-Observation)  
Homework:  
Bring in the TAPR report of chosen school to class.  
Watch yourself teach, write a one-page reflection. |
| Week 6 | 10/3 | Vocabulary Strategies  
Writing modifications and accommodations  
Emergent Bilingual Students  
Homework:  
Identify vocabulary words.  
Reading |
| Week 7 | 10/10 | During Reading  
Homework:  
Write 10-15 questions to accompany the reading of your short story. |
| Week 8 10/17 | POP (Pre-Observation)  
During Reading  
Homework:  
Be ready to teach (you will teach twice so two sets of materials).  
Remember to wear professional clothing. |
|---|---|
| Week 9 10/24 | Reading Day (You will teach twice in one day so bring two sets of materials)  
POP (Post-Observation)  
Homework:  
Watch yourself teach, write a one-page reflection. |
| Week 10 10/31 | Writing  
Formative Assessment in ELA  
Homework:  
Review the essay from local high school.  
Prepare to teach introduction to writing assignment |
| Week 11 11/7 | Writing Introduction Taught  
Feedforward  
Homework:  
Review the essay from local high school. |
| Week 12 11/14 | POP (Pre-Observation)  
Homework:  
Be ready to teach with all materials after Thanksgiving break.  
Remember to wear professional clothing. |
| Week 13 11/21 | Thanksgiving Break-No Class |
| Week 14 11/28 | Teach full writing lesson. Have 6-7 sets of materials.  
POP (Post-Observation)  
Homework:  
Watch yourself teach, write a one-page reflection. |
| Week 15 12/5 | Unit Plan Workday- Due 12/10 11:59 PM  
Makeup Day, if needed |
VIII. Student Ethics and Other Policy Information:

Attendance/Late Work Policy:
Work submitted/completed in class may not be made up. A great deal of work is completed or submitted during class time.
Assignments’ drop boxes will remain open for 3 days. After 3 days the drop box will close and assignments will not be accepted. Each day that the assignment is late will incur a 20% late penalty unless previous arrangements have been made with the professor.

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have one excused absence. 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.

VIII. Student Ethics and Other Policy Information

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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, and Room 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
- **The Dean of Students Office (Rusk Building, 3rd floor lobby)**
  - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  - 936.468.7249
  - dos@sfasu.edu

- **SFA Human Services Counseling Clinic Human Services, Room 202**
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - 936.468.1041

- **The Health and Wellness Hub “The Hub”**
  - Location: corner of E. College and Raguet St.
  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  - 936.468.4008
  - thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Participation, Personal Responsibility and Professional Dispositions and Staying in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. There is much to do to prepare for taking on the demands of
leading a classroom, so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

I will return emails within 48 hours Monday-Friday.

**Use of Personal Technology**
Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time and will result in a reduction in your professional disposition grade.