LAE 6365: Teaching Language and Composition, Fall 2016
Professor: Dr. Jane Townsend
Teaching Assistant: Ms. Shelby Boehm & Research Assistant: Sally Crane

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Email: jst@coe.ufl.edu

Course Description:
The purpose of this course is to help prepare teachers of English language arts to develop the linguistic and communicative competence of elementary, middle, and high school students from diverse backgrounds and with diverse abilities. We will consider the language development of native and second language learners, including attention to dialect and cultural variation. Drawing on what we know about meaning-making processes, we will explore creative expression and perception. We will try out a range of genres. We will compile tools and strategies for building cross-cultural bridges and for helping all students stretch their capacities to communicate and comprehend.

Topics we’ll discuss (among others):
- Revision and research
- Purpose and audience for written texts
- Genre, style, and grammar
- Comfort and community
- Creative wellsprings and language development
- National standards and standardization
- Literacy and the arts
- Linguistic and cultural diversity
- Second language learners
- Assessment and evaluation

Required Texts: (All articles and book chapters are available on ARES, our online course reserve system.)
Teaching Writing: Craft, Art, Genre by Fran Claggett, NCTE, 2005.

House on Mango Street by Sandra Cisneros, Vintage Contemporaries, NY, 1984 (to read with PK partners)

Seedfolk by Paul Fleischman, Harper Collins, NY, 1997 (to read with PK partners)


“The Five-Paragraph Essay and the Deficit Model of Education.” By the Writing Project Collaborative


**Course Requirements:**
*To meet state-mandated requirements for prospective teachers to demonstrate mastery of Florida’s required competencies, “key tasks” in this process are starred in specific assignments below and include descriptions of Florida’s relevant “performance indicators.” Successfully meeting these requirements is necessary for graduation from a state-approved professional teacher preparation program.*

1. **Participation (5% of final grade):**
Probably your most important responsibility is to attend class and cheerfully engage in various activities that may include: writing about and discussing ideas from your reading and other experiences thoughtfully and with an open mind; generating “burning” questions about educational issues; leading classroom discussion; writing in-class reflections about teaching and other topics; writing and revising a critical essay; visiting a museum; writing and revising in multiple genres; responding constructively to classmates’ work; inventing a visual representation of the writing process; making a contribution to a class collection; among other possible activities.

2. **Online Writing Partnership (45% of final grade):**
*This assignment demonstrates competencies required for “Impact on P-12 Student Learning.”* (See below.)
In this assignment, you will be responding to tenth-graders’ writing in progress and working to assess how best to support individual students’ writing development. You will receive drafts of writing from student partners at PK Yonge, and you will provide comments to help these students engage in substantive revision.

This assignment is not an editing task. Please do not correct “mistakes” but rather help the student writer notice problems by pointing out patterns of use that create confusion. Most helpful kinds of comments include honest questions, specific praise, and only a selected few suggestions tentatively worded.

We will discuss the details of these activities in class, a schedule of activities will be provided in class, and you will be expected to write a summary reflection on your experiences including a log of your experiences and observation notes, a table of the types of responses you gave correlated to how your partners responded, and a brief report (approximately three pages) of your case study of an adolescent writer. These three components will be appended to a final reflection on the partnership that should be approximately three pages and should include relevant ideas from your assigned readings with citations. Here are the specific activities you will be undertaking:

- Engage in a “meet and greet” at PK (a sign-up sheet will be provided) and collaboratively construct a digital survey for partners (with questions such as “Do you think you’re a good writer? Why or why not?” and “What kind of writing help would you most appreciate?”).
- Respond to partners’ found poems from “Mother Tongue” online (general encouragement) and share your own found poem from “Mother Tongue” with your partners.
- Respond to partners’ personal narratives online (feedback for revision of one draft; general encouragement for final draft).
- Respond to partners’ poetry essays online (feedback for revision; general encouragement for final draft).
- Respond to partners’ poems online (feedback for revision)
• Observe Ms. Boehm teaching and make observation notes.
• Construct and lead one face-to-face, writing mini-lesson for writing partners.
• Undertake a case study of an assigned adolescent writer.
• Write a final reflection synthesizing your experience in the partnership and citing professional literature.
• Attach a record of your activities.

Task: **Critique Student Writings**

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<th>Current Indicators</th>
<th>Impact</th>
<th>Impact on P-12 Student Learning</th>
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<td><strong>3. Writing Lesson &amp; Self-Assessment (20% of final grade):</strong></td>
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<td>Choose a significant aspect of language-in-use that would be useful for a developing writer’s (grades K-12) conscious attention and design a lesson (approx. 15 minutes) that provides a short burst of information applied to some immediate context and purpose. You’ll write a formal lesson plan to prepare a session with at least one visual, aural, or other sensory aid (hands on or hands involved and body alert). You may have to do some role-playing to provide the context that will make your lesson meaningful. Think about students’ writing abilities as developing and think of the lesson as applying to students’ (including second language learners’) work in progress. Try to engage your classmates in energizing activity. The week following your lesson, hand in an approximately 3-page self-assessment that includes the following:</td>
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<td>• Purpose</td>
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<td>• Planning process</td>
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<td>• Results (classmates will give you written feedback to widen your perspective)</td>
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<td>• How you might improve your work (no matter how good it is!)</td>
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<td>• Lesson Plan—please use the English Proteach format and append to your reflection</td>
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<td>Please critique your lesson’s strengths and weaknesses with an open mind. Your grade in this assignment will be based only partly on your performance and largely on this self-assessment.</td>
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<td><strong>Florida Educator Accomplished Practices (FEAPs) to be met in LAE 6365</strong></td>
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<td>Task: Language Lesson &amp; Self-assessment</td>
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<td>2012 FEAP 1.a</td>
<td>align instruction with state-adopted standards at the appropriate level of rigor</td>
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<td>2012 FEAP 1.d</td>
<td>select appropriate formative assessments to monitor learning</td>
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<td><strong>4. Language &amp; Composition Portfolio that includes the following components (30% of final grade):</strong></td>
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<td>• Creative wellsprings essay (approximately three pages): describe what inspires and excites you to read and write. Be sure to consider the arts as a resource for teaching and learning and present your wonderings and ideas for future work. This essay should synthesize your thinking in this course, describe your writing process, provide an assessment of the strengths and weaknesses of your work, and state your goals as a writer and as a teacher of writing.</td>
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<td>• Writing in multiple genres: include all relevant class work and select at least two pieces to revise to completion, appending previous drafts. Also, include experimental drafts of other work that you decided to suspend. Annotate each set of writing with a short self-assessment (no more than a paragraph or two) that includes why you did or did not undertake further revision.</td>
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• Final Letter: in a three-page letter, newspaper, or speech (format of your choice) please describe your intended approach to teaching language and composition. This component of your portfolio serves as the final exam in this course. Make the parents or caregivers of your (possibly imagined) students your audience. Describe the approach you would use and explain both the problems you’re likely to face and the strategies you would recommend for helping all students develop their language abilities, including students who are second language learners or who have other special needs. Draw on your readings and classroom observations and synthesize ideas and strategies for assessing diverse students’ language development (including second language learners) in writing, reading, speaking, listening, and thinking. Please explain the theoretical basis that will guide your evaluation of students’ work as well as how you imagine putting these ideas into practice. Use a plain, error-free “standard” variety of English, be specific, and provide reasons and examples for each main point you make.

Task: **Class Final Letter**

**Current Indicators**

| 2012 FEAP | 2.d | respect students’ cultural, linguistic and family background |
| 2012 FEAP | 3.b | deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter |
| 2012 FEAP | 5.c | use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons |

**Tentative Schedule:**

Aug. 24  **Introduction: Diversity and community**  

Aug. 31  **Revision and Research; Assessment and Evaluation; *Introduction to Ms. Boehm and our Online Writing Partnership**  

Sept. 7  **Purpose and Audience**  
- *First draft of partners’ found poems*

Sept. 14  **Genre, Style, and Grammar; Language lessons**  
- *Your found poems to share with partners uploaded*  
- *Feedback Due on partners’ found poems*

* Meet & Greet PK Partners, September 14 or 15

[First Practicum: September 19—October 7]

Sept. 21  **Comfort and Creativity**  
Sept. 28  
**Literacy and the arts and national standards**  
- *First draft of partners’ personal narratives*

Oct. 5  
**Linguistic and cultural diversity**  
- *Feedback Due on partners’ personal narratives*

Oct. 12  
**Language Variation and Second Language Learners**  
- *Final draft of partners’ personal narratives*

**Schedule PK observation of Ms. Boehm’s classroom Oct. 12th or 13th**

Oct. 19  
**Language Variation continued**  
- Ungraded critical essay (2-3 pages) based on readings DUE—please draw on as many of your assigned readings as you can  
- *Feedback Due on final drafts of personal narratives (provide general encouragement)*

[Second Practicum: October 17—November 4]  

Oct. 26  
**Writing lessons**  
- First draft of partners’ poetry essays (“Why poetry or why not?”)

Nov. 2  
**Writing lessons**; self-assessments from those undertaking language lessons previous week DUE  
- Revised draft of your ungraded critical essay DUE  
- Draft of partners’ poetry genre work  
- *Feedback Due on partners’ poetry essays*

Nov. 9  
**Writing lessons**; self-assessments from those undertaking language lessons previous week DUE  
- *Feedback Due on partners’ poems*

**Partnership Workshop at PK: Nov. 9th or 10th: construct a lesson plan based on patterns observed in partners’ writing and undertake a mini-lesson**
*Final draft of partners’ poetry essays turned in on Nov. 14th

Nov. 16  *Partnership Overview

*Feedback Due on Final Drafts of Poetry Book Projects—remember, all you need to do is provide general encouragement

Nov. 23  **THANKSGIVING BREAK: No class**

Nov. 30  * Writing Partnership Report DUE

Draft of class contribution DUE

Dec. 7  **Last class: Portfolio DUE**

**Grading System & Policies:**

“A”—work that, in my judgment, is excellent for a graduate student; must be insightful in some way.

“B”-- work that, in my judgment, is good for a graduate student; must be well organized, clear, thorough, careful, accurate, intelligent.

“C”-- work that, in my judgment, is mediocre for a graduate student.

“D”-- work that, in my judgment, is barely adequate for a graduate student.

“F”-- work that, in my judgment, is inadequate for a graduate student.


For greater detail on the meaning of letter grades and university policies related to them, please see the Registrar’s Grade Policy regulations at http://www.isis.ufl.edu/minusgrades.html

Please consult the University’s honor code; any instances of academic dishonesty that I discover will result in a failing grade. Late work will be penalized. Laptop and cell phone distractions will also be penalized. Professional conduct is expected. You should read and follow the Student Honor Code located at http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php.

For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php

**ATTENDANCE AND MAKE-UP EXAM REQUIREMENTS**

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc).

I respect and celebrate human diversity and will provide equal opportunity and treatment regardless of race/ethnicity, gender, disability, religion, sexual orientation, or age. If you need specialized assistance due to a disability, please inform me by the second week of class and bring your letter from the UF Dean of Student's Office with you when you come to discuss your needs. I will make every effort I can to provide you the opportunity for success.

If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.