

Teaching and Learning in Secondary English Arts 1
TLL 1585/2230
Fall 2024
Monday/Wednesday 3:00-4:15
3 Credits

Classroom: 5108 Posvar Hall

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School of Education Mission/Vision

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Course Description

This course introduces students to secondary English language arts pedagogy, including lesson design. Drawing on critical theories of instruction, students learn to design and evaluate lesson plans. Teacher candidates will learn the characteristics of English classrooms, curriculum, and instruction that are inquiry-based, cognitively challenging, and engaging for youth. The course focuses on how to create lessons that are engaging, relevant, and aligned with state standards. This course also focuses on constructing a transformative learning environment.

Guiding Question

- How can I teach secondary English in a way that supports students' critical literacies and honors their many ways of knowing?

Learning Goals

Develop a teaching praxis that centers critical literacies and plural ways of knowing, with a focus on integrative reading and writing instruction in *lesson design*.

- Goal Set 1:
 - Consider self as practitioner and designer of literacy learning spaces.
 - Understand the work of curriculum and pedagogical decision making, and its relationship to lesson planning and lesson design.

- Consider ways of honoring and including students' varied identities – including race, gender, class, (dis)ability, sexuality, and academic interests – so that they are central to the literacy classroom community.
- Goal Set 2
 - Consider self as reader.
 - Consider ways of supporting students' reading texts (broadly conceived) at the level of a lesson/activity.
- Goal Set 3:
 - Consider self as writer.
 - Consider ways of supporting students' writing and use of language at the level of a lesson (including mini-lessons and specific routines or instructional activities).

Required Texts

- Baker-Bell, A. (2020). *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. NCTE-Routledge Research. (Available online for free via Pitt library system)
- Appleman, D. (2015). *Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents, 3rd edition*. Teachers College Press. (available as eTextbook)
- Muhammad, G. (2023). *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction*. Scholastic Press.
- Other readings will be made available on the Canvas site for this course.

Assignments

Additional details will be provided on Canvas for each assignment.

Reading Checks (1 point each)

Using Perusall (via Canvas), students will be expected to annotate all articles and documents that are assigned and accessed on Canvas.

Unearthing Self Reflection (10 points)

Using the framework provided by Muhammad, this first assignment will ask you to critical reflect on your own identities and how the influence your work as a reader, writer, and educator.

Lesson Plan Annotation (15 points)

For this assignment, you will annotate provided ELA lesson plan(s) to document your understanding of the professional choices that the document reflects. You will consider the ways that literacy is defined (explicitly or implicitly), how students' cultures and specific needs/identities are taken into consideration, and what specific teaching approaches or pedagogical practices the practitioner implemented in order to support student learning.

Text-Complexity Analysis and Sequenced Text-based Questions (15 points)

For this assignment, you will first assess a text that you consider complex from your placement's curriculum, (preferably one that you will be responsible for teaching.) Using the Common Core State Standards Qualitative Criteria (CCSS), you will assess the texts' complexity through a graphic organizer and a written explanation of 250 – 350 words. Then you will develop a set of sequenced, text-based questions for the same text. It is important that the text you selected and assessed is complex enough to warrant multiple perspectives and inquiry-based questions. Using

your assessment of the text's complexity and resources provided in class, you will develop a sequence of questions that move students deeper into the text.

Inquiry Discussion Lesson Plan – Plan, Revise, Reflect (30 points)

Inquiry discussions are the single most effective teaching strategy in English Language Arts. They have been shown to lead to greater development in students' reading and writing than any other strategy. Building on your text-complexity analysis assignment, you will plan, revise, and reflect on an inquiry-based discussion.

MAT STUDENTS ONLY: Implementation (additional 10 points)

You will implement this lesson in your placement. Ideally, this lesson will be observed by your supervisor. You will use your supervisor's feedback and student work to write a reflection on how you taught the lesson and what students learned.

Writing Lesson Plan – Plan, Teach, Reflect (30 points)

In high school English classrooms, writing is often assigned but rarely taught. Building on the coursework, you will plan, revise, and reflect on a writing lesson.

MAT STUDENTS ONLY: Implementation (additional 10 points)

You will implement this lesson at your placement. Ideally, this lesson will be observed by your supervisor. You will use your supervisor's feedback and student work to write a reflection on how you taught the lesson and what students learned.

Extended Definition of English Language Arts Project (30 points)

Throughout this course, we will trace the margins of what counts as ELA learning both in terms of curriculum and pedagogy; that is, in terms of both *what* students learn and *how* they learn it. We will consider the long-standing traditions of ELA alongside the emergent demands of the 21st century. We will critically examine many aspects of ELA teaching and consider the extent to which issues of access, opportunity, and advocacy are taken up, both explicitly and implicitly, in our classrooms.

For this assignment, you will develop an extended definition of English Language Arts that will serve as a conceptual framework to guide your teaching. Your definition will draw upon readings and concepts from our course, Dr. Godley's course, as well as your field experiences in order to define the goals and processes of ELA learning as you see them, as well as to define the boundaries in which you plan to situate your practice. You will consider topics such as the role of traditional literature and grammar instruction, the role of new literacies and alternative modes of representation, the extent to which ELA instruction is responsible for taking up issues related to diversity and social justice, the relationships between ELA learning and "college and career readiness," the role of moral development and identity construction in ELA learning, as well as other topics of interest to you.

Your project will involve 2 components: (1) a 10-page written account of your definition with references to relevant source materials, and (2) a non-print representation of your definition in a mode of your choosing. We will discuss these requirements in greater detail during our class meetings.

Additional Assignment for MAT Students Only (TLL 2230)

Critical Moment of Practice (15 points)

One of the main goals of this course is to work together to collaboratively inquire into what it means to be an English/Language Arts teacher. The goal is not to be “the expert” by the end of the semester, but rather to learn how to explore your own moments of uncertainty, learning, and engaging in the classroom. Your peers are a critical resource in this endeavor. During the semester, you will sign up to share a “critical moment” from your field experiences to your small group. This includes:

- Completing the Critical Moment Narrative (see Canvas for template)
 - **This description must be made available on Canvas by 8 pm the Saturday before you present.**
- You will present a brief description of your critical moment and provide some guiding questions/themes for discussion. This should be about 1-2 minutes.
- You will then facilitate a 15-minute discussion in your group about your critical moment. For the first 10 minutes, you must be silent and engage in active listening. For the last 5 minutes, you will engage with your peers in inquiring into the moment and what can be learned.
- Finally, you will complete a one-page reflection on the experience, turned in on Canvas.

Completion/Extension Policy

Regardless of overall grade, completion of all assignments is a requirement to pass the class. If you need an extension, please inform me **48 hours in advance of when the assignment is due**, and I will work out a new deadline with you. If you request an extension within 48 hours of the due date it should be due to a sudden emergency and may not be granted.

Grading Scale:

A= 94-99 points A- 90-93 points B+ = 88-89 points B = 84-87 B = 80-83
C+ = 78-79 points C = 74-77 points C- = 70-73 points Fail = below 70 points

Per School of Education policies, you must get a C or higher in a course in order for it to count toward your degree.

Other Information

- Per the Teacher Education policies, you are permitted up to 1 absence per number of weekly course meetings – so for this class you can miss up to 2 classes without penalty. You must inform me that you will be missing class beforehand, and you may need to make up work from the class period.
- Additional absences without approval will result in a loss of credit (5 points per additional missing class) and possibly failure in the class; missing more than 8 class periods without additional documentation and communication will result in not passing the course.

- At any point during the semester if you are not doing satisfactory work, I will let you know in writing immediately.
- Assignments will be returned to you within a week with written feedback and evaluation.
- You can expect that I will respond to your emails within 24 hours Monday through Friday and 48 hours over the weekend.
- **University Policy on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.
- If you need to miss class for a religious observance, please notify me as early as possible in the term so that we can arrange make up work.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.
- Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Food/Housing Insecurity

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

Pitt Pantry (Food Pantry available to the wider University community)

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

Community/Civility Statement

As educators, we will operate from a standpoint that everyone believes that all students deserve a quality education in a respectful setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Our goal is to create a community where productive disruption and uncertainty are cultivated. Carefully consider your language choices to ensure that all learners feel valued and

that encourage a growth mindset from all of us. If at any time, you are uncomfortable please feel free to speak up and/or speak to me privately.

Course Schedule for Fall 2024

Please note that this is a tentative schedule and is subject to change during the semester. However, I will never make any assignment due sooner than the dates indicated below.

Class Session	Topics	Readings For This Week (Asterisk signifies text is on Canvas)	Assignments Due (Unless otherwise noted, due at scheduled class time)
BLOCK 1: Professional Decision Making: Designing and Enacting Literacy Lessons Core text: Muhammad <i>Unearthing Joy</i>			
August 26 Class 1	<ul style="list-style-type: none"> Course Introduction What counts as literacy in the 21st century? Centering students in community 		
August 28 Class 2	<ul style="list-style-type: none"> Reviewing the Pitt lesson plan Muhammad's framework 	Muhammad, Ch 1-3 *Review Pitt Lesson Plan	
September 2 NO CLASS Labor Day			
September 4 Class 3	<ul style="list-style-type: none"> Lesson design as mapping professional thinking 	Muhammad, Ch 4 *Asset-Based Learning *Discussion-Based Approaches	Unearthing Self as Reader/Writer Due
September 9 Class 4	<ul style="list-style-type: none"> Effective lesson design – organizing time 	Muhammad, Ch 5-6 *Flexible Grouping Video	

September 11 Class 5	<ul style="list-style-type: none"> • Universal Design and Differentiation 	Muhammad, Ch 7 *UDI Overview *Lesson Planning for UDL	
September 16 Class 6	<ul style="list-style-type: none"> • Backwards design and Iterative Thinking 	*Backward Design: The Basics *Understanding By Design Overview	
September 18 Class 7	<ul style="list-style-type: none"> • Lesson planning over time: creating sequences 	*Planned Design and Curricular Messiness	Lesson Plan Annotation due
BLOCK 2: Self and Students as Readers Core Text: Appleman <i>Critical Encounters</i>			
September 23 Class 8	<ul style="list-style-type: none"> • Reading in ELA classrooms 	Appleman Ch. 1	
September 25 Class 9	<ul style="list-style-type: none"> • Teaching through lenses • Inquiry-based classrooms 	Appleman Ch. 2 *Learning about Language	
September 30 Class 10	<ul style="list-style-type: none"> • Pre-planning: text complexity • Rethinking Reader Response 	Appleman Ch. 3 *Text Complexity & Close Reading	
October 2 Class 11	<ul style="list-style-type: none"> • Class Identity • Intersectionality • Pairing texts to support comprehension 	Appleman Ch. 4	
October 7 Class 12	<ul style="list-style-type: none"> • Gender & Colonialism in Secondary ELA 	Appleman Ch. 5-6 *Intro: <i>Teaching Queer</i>	Text Complexity Assignment Due
October 9 Class 13	<ul style="list-style-type: none"> • Postmodernism & New Historicism • Situating texts & readings historically 	Appleman Ch. 7-8	

<p><i>October 14</i> <i>NO CLASS</i> <i>Pitt Fall Break</i></p>			
October 16 Class 14	<ul style="list-style-type: none"> Student identities & experiences as readers 	Appleman Ch. 9-10	Inquiry Discussion Lesson Plan Draft Due
October 21 Class 15	<ul style="list-style-type: none"> Organizing reading in community: Literature circles and Book Clubs 	*Problematizing Literature Circles	
October 23 Class 16	<ul style="list-style-type: none"> Making room for student choice 	*15 Ways to Integrate Student Choice	
October 28 Class 17	<ul style="list-style-type: none"> Critical Literacy: Critical Texts and Reading Critically 	*Critical Literacy as a Way of Being & Doing	Inquiry Discussion Lesson Plan Revision & Reflection Due
BLOCK 3: Self and Students as Writers Core Text: Baker-Bell <i>Linguistic Justice</i>			
October 30 Class 18	<ul style="list-style-type: none"> The importance of teaching writing 	Baker-Bell Ch. 1-2 *Dialogic Collaging	
November 4 Class 19	<ul style="list-style-type: none"> Teaching the Writing Process: 6+1 Traits Framework 	Baker-Bell Ch. 3 *6+1 Traits Overview	
November 6 Class 20	<ul style="list-style-type: none"> Rethinking Grammar: Applied Linguistics and going beyond parts of speech 	Baker-Bell Ch. 4 *Dean, Ch. 1	

November 11 Class 21	<ul style="list-style-type: none"> Writing Feedback and Peer Review 	Baker-Bell Ch. 5-6 *Building Hopeful Writers	Writing Lesson Plan Draft Due
November 13 Class 22	<ul style="list-style-type: none"> Critical Narratives of Practice 	*MAT critical narratives	MAT students: Critical Narratives posted on Canvas by Saturday at 8 pm
November 18 Class 23	<ul style="list-style-type: none"> Critical Narratives of Practice 	*MAT critical narratives	
November 20 Class 24	<ul style="list-style-type: none"> Multimodalities: Beyond print 	*Multimodality in the ELA Classroom	Writing Lesson Plan Revision & Reflection Due
<p align="center"><i>November 25 & 27 NO CLASS Thanksgiving Break</i></p>			
December 2 Class 25	<ul style="list-style-type: none"> Critical Visual Literacy 	*Lit Circle Roles for Discussing Graphica	MAT students: Critical Narrative Reflection due
December 4 Class 26	<ul style="list-style-type: none"> Connections of reading, writing, listening and speaking 	*Creating ELA Curriculum that's Meaningful	
December 9 Class 27	<ul style="list-style-type: none"> Final thoughts: Putting it together 		Extended Definition of Literacy Assignment Due MAT students: Implementation Reflection on Inquiry & Writing Lessons Due December 15