**Professional Education Program Proposal**

**New Program for Licensure**

Bachelor of Arts in Teaching

English Education Major

Grade Level Preparation 7-12

Department of Curriculum and Instruction

College of Education and Health Professions

University of Arkansas Fayetteville, AR

|  |  |  |
| --- | --- | --- |
| **LON E New Letter of Notification**  **New Educator Preparation Program**  **(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)**  **Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.**   1. Institution submitting request: University of Arkansas Fayetteville 2. Date submitted: September 20, 2017 3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs 4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu 5. Proposed effective date: Fall 2018 6. Proposed program title: English Education (EGEDBA) 7. CIP Code requested: 13.1205 8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): Bachelor of Arts in Teaching 9. Is this program intended to prepare candidates for educator licensure? X Yes \_\_ No  Grade Levels 7-12 10. Indicate if courses/program of study will be offered for distance delivery: Two courses will be offered on-line: CIED 1003 and CIED 4023. 11. Provide additional program information if requested by ADE/ADHE staff.   Curriculum Committee Approval Date: January 17, 2018    President/Chancellor Approval Date: January 22, 2018  Board of Trustees Approval Date: March 29, 2018  Chief Academic Officer: James S. Coleman Date: January 18, 2018  **Submit LON E New and ADE Program Proposal for new programs by February 1 for Fall program**  **implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer system. Contact Lillian Williams (Lillian.Williams@adhe.edu) if there are questions.** |  |  |

**Professional Education Program Proposal**

**C O V E R S H E E T**

**Institution:** University of Arkansas **Date Submitted:** 9-18-17

**Program Contact Person:** Freddie A. Bowles **Position/Title: Associate Professor,** Program Coordinator-MAT

**Phone:** 479-575-3035 **Email:** fbowles@uark.edu

**Name of program:** English Education (EGEDBA)

**CIP Code:** 13.1205

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):**  Bachelor of Arts in Teaching (B.A.T.)

**Is this program intended to prepare candidates for educator licensure in Arkansas? X Yes □ No** If yes, indicate the title and grade range of the license for which candidates will be prepared: **Title:** *Secondary Education* **Grade Range:** *The grade level preparation includes 7-12*

Pr**oposal is for:**

X **New Educator Licensure Program** (Traditional)

(Complete Section A)

\_\_\_\_ **New Educator Licensure Program with Distance Learning Technology\***

(Complete Sections A and E)

\_\_\_\_ **New Educator Licensure Endorsement Program**

(Complete Section B)

\_\_\_\_ **New Educator Licensure Endorsement Program with Distance Learning**

**Technology\*** (Complete Sections B and E)

\_\_\_\_ **Major Revision(s) to an Approved Licensure Program**

(Complete Section C)

\_\_\_\_ **Minor Revisions to an Approved Licensure Program**

(Complete Section D)

\_\_\_\_ **Revision(s) to an Approved Program with Distance Learning Technology\***

(Complete Section C and E)

\_\_\_\_ **Converting a Traditional Program to a Distance Learning Technology Program\***

(Complete Sections C and E)

\* At least 50% of the curriculum is deliveredvia distance learning technology.

**Indicate the portion of the proposed program to be delivered via distance   
 learning technology (on-line).** 15% or two courses

**Proposed starting date for the program:** FALL 2018

**Will this program be offered at more than one site?** \_\_\_\_ **Yes X No NOTE: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.**

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**3. Needs Summary**

*a. Provide a brief statement of the program’s purpose*

The Bachelor of Arts in Teaching degree will prepare students in the humanities with the pedagogical skills, the content knowledge, and the dispositions for teaching and learning in 21st century classrooms in the areas of English, French, German, Spanish, and Social Studies. The four-year program will include 40 hours of pedagogy, 33 hours in the individual content areas, and 35 hours of the University required Core with 12 hours in electives. In addition, students will have several field experiences over the course of 8 semesters in partner schools, including observations, practica, student teaching, and internship.

*b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).*

The U.S. Department of Education, Office of Postsecondary Education, August 2016, identified 6 subject areas that are currently “high-need fields”: bilingual education and English language acquisition, foreign language, math, reading specialist, science and special education. In Arkansas, the list includes art, computer science, family and consumer sciences, journalism, library, mathematics, music, physical science (chemistry, physics), social studies, Spanish, and special education for 2017-18. Vacant positions across the state for 2016-17 totaled 1572, not including administrative positions. Vacancies in English totaled 115; foreign language totaled 35 (not disaggregated by language); and social studies totaled 73.

According to a recent survey conducted at the University of Arkansas by Dr. Jason Endacott, approximately 11% (411) of undergraduate students who responded to an exploratory survey (n = 3728) plan on becoming a secondary educator. However, only 10% (41) of those 411 students indicated that they planned on pursuing secondary certification through the MAT program at the University of Arkansas. The remaining 90% indicated that they intended to pursue other options, such as Teach For America, alternative licensure, and undergraduate programs at other universities.

In the last six years, enrollment in the Master of Arts in Teaching program, a traditional route to licensure at the graduate level, has dropped by 50%.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Current Enrollment* |
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| **64** | **44** | **57** | **48** | **38** | **40** | **33** |

This reflects a national trend in teacher preparation. In addition to decreased interest in becoming a teacher, other private and for-profit organizations offer alternative routes to licensure. Our campus now recruits for Teach for America and Arkansas Teacher Corps. The fifth-year model is also becoming outmoded. The cost for a graduate program is prohibitive for many students, and they are not willing to extend their debt for another year. Students are opting for degrees that offer a career path in four years. Faculty and administration in the College of Education and Health Professions believe that a four-year humanities program in pedagogy, content, and field experiences will lead more students into choosing teaching as a career and fill the shortages we have across the state with professionally prepared teachers.

*c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.*

Estimates of the number of candidates expected to enter (both as freshman and as transfer students) and complete the proposed program each year for a five-year period are provided in the table below. The estimates were determined by examining the awards granted for undergraduates in 2016 in the content areas of English, French, German, Spanish, and History. The program numbers are based on Dr. Endacott’s survey result of 10% expressing interest in becoming teachers. For example, English graduated 383 students over a five-year period (<http://oir.uark.edu/students/degrees-awarded.php> ), so the data reflects a 10% estimate for each of those five years to determine number of completers. Note that this data does not reflect students who may transfer in or who may change majors. Also note the data reveals degree completion of below 10 in French and German. The expectation is to have at least 1 from each language in the program. The BAT follows the protocol for AHCEB Policy 5.12 for program viability. As noted in the table below, several programs have low enrollment. This ensures quality academic programs to support Arkansas’ economic development goals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number of Candidates** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Freshmen in English | 5 | 8 | 6 | 9 | 8 |
| Freshmen in French | 1 | 1 | \*less than 10 | \*less than 10 | \*less than 10 |
| Freshmen in German | \*less than 10 | \*less than 10 | \*less than 10 | \*less than 10 | \*less than 10 |
| Freshmen in Spanish | 1 | 1 | 2 | 2 | 2 |
| Freshmen in Social Studies | 6 | 6 | 7 | 9 | 7 |
| **Completers** |  |  |  | **13** | **16** |

*.*

*d. List other Arkansas institutions offering a similar program.*

The following table indicates the Institutions of Higher Education that offer a Bachelor's degree leading to licensure. However, many of these programs are BA degrees with minors in education or BSE degrees with minors in the content areas. The proposed BAT degree differs because it is a teaching degree with an education major in the content areas.

**IHEs Offering Bachelor Degrees Leading to Licensure ADE July 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IHE** | **English** | **Social Studies** | **French** | **German** | **Spanish** |
| ASU | X | X | X |  | X |
| ATU | X | X |  |  | X |
| CBC | X | X |  |  |  |
| Harding | X | X | X |  | X |
| HSU | X | X |  |  |  |
| John Brown | X | X |  |  |  |
| Lyon College | X | X |  |  |  |
| OBU | X | X |  |  |  |
| SAU | X | \_ |  |  | X |
| UAFS | X | X |  |  | X |
| UALR | X | X | X |  | X |
| UAPB | X | X |  |  |  |
| UCA | X | X | X |  | X |
| U Of Ozarks | X | ­- |  |  |  |
| Williams Baptist | X | X |  |  |  |
| **TOTAL** | **15** | **13** | **4** | **0** | **8** |

**4. Institutional Approval** *Supporting documentation for the program shall include:*

*a. A letter from the chief academic officer acknowledging that the program has been approved by the institution’s appropriate authorizing entity.*

Letter pending.

*b. Board of Trustees approval date (required for public institutions only)*

Letter pending

**5. Program Description**

*a. Provide a general description of the program (2-3 paragraphs).*

The Bachelor of Arts in Teaching English Education, French Education, German Education, Spanish Education, and Social Studies Education is a new degree program in education leading to licensure in the respective content areas (K-12 or 7-12 depending on the major). Students will complete 43 hours of pedagogy including 8 credit hours of field experiences (practicum and internship), 33 hours in the content area, 35 hours of UA Core, and 9 hours of electives to complete 120 credit hours.

The program focuses on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage students with meaningful and authentic instruction.

The BAT program is housed in the Department of Curriculum and Instruction (CIED) in the College of Education and Health Professions. Courses in CIED focus on developing the skills and dispositions for teaching. CIED partners with the Fulbright College of Arts and Sciences to develop knowledge in students’ content areas.

*b. Provide a copy of the degree plan and/or plan of study for the program.*

Please see attached 8-semester degree plan. **See Appendix A**

See the generic template for all programs below.

Yellow Highlights= Content Core / Green Highlights= Pedagogy Core / White = UA Core Core 120 hours

**Generic BAT 8 Semester Template**

***Fall Year One Spring Year One***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| \*ENGL 1013 | Composition I | 3 | \*ENGL 1023 | Composition II | 3 |
| \*MATH 1203 (or Higher) | College Algebra | 3 | \*Science Core w/Lab |  | 4 |
| \*Social Sciences |  | 3 | \*COMM 1023 | Communication in a Diverse World | 3 |
| \*Humanities |  | 3 | Content Core |  | 3 |
| CIED 1013 | Introduction to Education | 3 | CIED 1003  Online | Introduction to Technology in Education | 3 |
| **Total** |  | **15** | **Total** |  | **16** |

***Fall Year Two Spring Year Two***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| \*Fine Arts |  | 3 | \*US History |  | 3 |
| \*Social Sciences |  | 3 | \*Science Core w/Lab |  | 4 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| CIED 2173 | Literacy in America | 3 | EDST 3223 | American Educational History | 3 |
| **Total** |  | **15** |  |  | **16** |

***Fall Year Three Spring Year Three***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
|  |  |  | Elective |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Elective |  | 3 | Elective |  | 3 |
| SEED 4063 | Disciplinary and Interdisciplinary LIteracy |  | SEED 4022 | Classroom Management | 2 |
| CIED 4403 | Understanding Cultures in the Classroom | 3 | CIED 3033 | Classroom Learning Theory | 3 |
| **Total** |  | **15** |  |  | **17** |

***Fall Year Four Spring Year Four***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| Content Core |  | 3 | Elective or  CIED 4023  Online | Teaching in Inclusive Secondary Settings | 3 |
| Content Core |  | 3 |  |  |  |
| SEED | Methods I | 3 | SEED | Methods II | 3 |
| SEED 328v | Teaching Experiences: Practicum | 2 | CIED 428v | Teaching Experiences:  Internship | 6 |
| CIED 4023  Online or Elective | Teaching in Inclusive Secondary Settings | 3 |  |  |  |
| **Total** |  | **14** |  |  | **12** |
| **Total 120 hrs** |  | **59** |  |  | **61** |

*c. Provide a curriculum matrix that shows alignment of the program’s prescribed courses and experiences with the current corresponding state competencies for the content area or category of licensure and the Arkansas Teaching Standards.*

Please see attached curriculum matrix. **See Appendix B**

*d. Provide descriptions and syllabi for all courses prescribed in the proposed program. Syllabi for professional education courses in educator preparation programs should link each learning objective to its corresponding Arkansas Teaching Standards and the Teacher Excellence Support System (TESS). This connection between objective and standard should occur on the syllabus itself.*

Please see attached syllabi and course descriptions that contain learning objectives linked to state standards/competencies for licensure in secondary education 7-12 and K-12. **See Appendix C.**

e. *Describe competencies expected of program candidates regarding their knowledge and use of educational technology.* (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE). Based on the National Educational Technology Standards for Teachers (NETS-T) (http://www.iste.org/standards/iste-standards/standards-for-teachers), the BAT program integrates the following competencies with program candidates regarding their knowledge and use of educational technology (see table below).

|  |  |
| --- | --- |
| NETS-T | Course Integration |
| 1. Facilitate and Inspire Student Learning and Creativity  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments | CIED 1003  CIED 2173  CIED 4403 |
| 2. Design and Develop Digital-Age Learning Experiences and Assessments  Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. | SEED 4103. 4113.4203, 4213, 4443. 4523. |
| 3. Model Digital-Age Work and Learning  Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | CIED 1003  SEED 328v  CIED 428v |
| 4. Promote and Model Digital Citizenship and Responsibility  Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices | SEED 328v  CIED 428v |
| 5. Engage in Professional Growth and Leadership  Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. | SEED 4103. 4113.4203, 4213, 4443. 4523, 328v  CIED 428v |

*f. Describe the assessments required in the program. (Six to eight assessments are required.)*

Six key assessments are provided with their scoring rubrics followed by a table that notes location of assessments in the 8 semester plan. Finally, a description of how the assessment data is collected and used is provided.

1. *Provide samples of the assessments and their scoring rubrics.*

***Assessment 1: Philosophy of Education Paper***

**Philosophy of Education Paper CIED 1013**

This paper is primarily a concise, academic statement of **your** personal philosophy of education.

You are encouraged and invited to make use of the ***Quality Writing Center*** on campus, or to bring your work (partial or complete) to my office for a consultation and review.

This paper is, in effect, a major assignment. Therefore, it is expected that when you submit your final work for a grade, it will be a carefully written, thoroughly edited piece of writing that represents your best academic work.

Your paper should follow these guidelines:

· Which **philosophy of education** best reflects your own personal philosophy in the classroom?

o Please choose and focus on ***only one!***

o On what points do you agree with this philosophy?

§ Explain ***why!*** Give ***examples*** if possible!

o On what points do you disagree? (Why?)

o Which parts of the philosophy are most important or useful to you as a classroom teacher?

· Based on your ***personal philosophy of education***, what do you hope to achieve as a teacher?

o You may wish to relate this to one or more of the ***4 main purposes of education***

§ Intellectual, Civic, Social, and Economic!

· What events or people have influenced your personal beliefs about education?

· Based on your philosophy, what would your ideal classroom environment be like?

o Physically?

o Academically?

o Culturally?

· How will your philosophy of education ***benefit children*** in your classroom?

o Immediate benefits?

o Long term benefits?

Your paper should be typed, std. margins, 5-7 pages and double‑spaced, APA format. Three to five professional references (peer reviewed articles or major published works) are required. Any person or written works which are quoted or paraphrased ***must be properly cited.***

Philosophy Paper Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Novice | Competent | Proficient |
| Introduction to Your Philosophy (40) | The introduction does not address author’s views about purposes of education, guiding educational principles or understanding of learning. The statement is incoherent or extremely brief. | Statement is logical and develops author’s views about the purposes of education, guiding educational principles, and most appropriate strategies for teaching. Statement is not always consistent and/or convincing. | Using sound assumptions and arguments, the statement logically develops the author’s views about purposes of education, guiding educational principles, and understanding of learning and appropriate strategies for teaching. Statements include sound ethical and psychological arguments, not just practical ones. |
| Application of Philosophy (20) | No illustrative examples are included. | Examples in support of points are relevant but general or not based in experience. | Specific examples from the writer’s experience, academic work, or field experience illustrate points in a vivid or memorable way. |
| Description of Ideal Environment (20) | There are few examples and only limited description of environment physically, academically, or culturally. |  | The paper has clear descriptions of how the environment looks physically, academically and culturally. |
| Grammar/Spelling (20) | |  | | --- | | The statement is very difficult to read because of its style, usage, mechanics, or organization. | | The statement is understandable plus two of the following: 1) organized,  2) free from errors of mechanics and usage,  3) in an appropriate academic style. | In addition to being  clear, well organized,  free from errors of  mechanics and usage,  and written in an  appropriate academic  style, the statement 1)  has a single, unifying  theme and 2) is  strongly suggestive of  the writer’s voice. |

***Assessment 2: Disposition Inventory***

**University of Arkansas**

**Teacher Education Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #Absences: \_\_\_\_\_\_ # Tardies: \_\_\_\_\_\_

Is a conference needed? \_\_\_ Yes \_\_\_No

If yes, who should be involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is completed by University Faculty working directly with teacher candidates as they proceed through the teacher preparation program. Once faculty have completed the Inventory, individual conferences are scheduled with teacher candidates to discuss personal growth plans and any areas of concern and/or needing improvement. Teacher candidates exhibiting considerable concerns will work closely with faculty and program leadership to address these concerns so that they can complete the program successfully. They will be monitored closely to assess their progress in noted areas. Other uses of the inventory may include teacher candidate self-assessment or as a discussion tool about professional practice with University faculty as they proceed through the program.

***Instructions:*** For each dispositional statement, indicate if the disposition was appropriately displayed, inappropriately displayed, or not seen. Please refer to the Rubric for Candidate Disposition Inventoryfor specific elements related to each statement. The following descriptors apply:

· **YES – All dispositions in the statement are appropriately displayed**

· **NO – One or more of the dispositions in the statement are inappropriately displayed**

· **NS – Not Shown**

|  |  |
| --- | --- |
| **DISPOSITIONAL STATEMENT** | **RATING** |
| 1. Communicates effectively and/or appropriately. | Yes No NS |
| 2. Demonstrates a positive attitude through engagement. | Yes No NS |
| 3. Uses courtesy, respect, and civility when interacting with others. | Yes No NS |
| 4. Displays the ability to work with diverse individuals. | Yes No NS |
| 5. Displays a passion for continuous learning. | Yes No NS |
| 6. Stays focused on a task and handles the task professionally and maturely. | Yes No NS |
| 7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks. | Yes No NS |
| 8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Yes No NS |
| 9. Shows ethical thinking and sound judgment. | Yes No NS |
| 10. Exhibits a belief that ALL students can learn. | Yes No NS |
| 11. Is self-reflective and accepts and uses constructive feedback. | Yes No NS |

Evidence/Comments (Required for disposition statement(s) marked “No”)

This form completed by (circle one): Instructor Supervisor Mentor Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Instructor Signature Date \*Candidate Signature Date

(\*Candidate signature acknowledges review of form, not necessarily concurrence)

**Rubric for Candidate Disposition Inventory**

**University of Arkansas Teacher Education Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Disposition**  **And Related Standards** | **Disposition Definition** | **YES** | **NO** |
| (1) Effective and appropriate communication    CAEP 1.1  InTASC 6.8 | Communicates effectively and appropriately both orally and in written work | Uses no objectionable language; Grammar use is mostly accurate; Honesty and integrity are generally apparent. Words and actions are polite and professional. | Uses objectionable language; Incorrect grammar employed; Honesty and integrity are sometimes not evident in actions or words. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (2) Appropriate engagement    CAEP 1.1  InTASC 9, 10 | Demonstrates appropriate engagement such as appropriate facial expressions, eye contact, and body language | Pays attention in class and school settings; displays appropriate levels of participation; displays a positive attitude toward involvement; body language indicates engagement (appropriate eye contact, positive posture, appropriate facial expressions) | Appears disengaged in class and/or school settings; rarely participates; makes little or no effort to be involved in course activities; body language is routinely negative (little eye contact, slouched posture, inappropriate facial expressions) |
| (3) Interactions with and treatment of others    CAEP 1.1  InTASC 1, 2, 3 | Interacts appropriately and positively with others. Treats others with courtesy, respect and civility. | Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Treats others with sensitivity to cultural and gender differences. | Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (4) Willingness and ability to work with others    CAEP 1.1  InTASC 3, 10 | Displays the ability to work with diverse individuals. | Works harmoniously and effectively with diverse individuals. May seek opportunities to include or show appreciation for under-represented individuals. | Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers. |
| (5) Passion for learning    CAEP 1.1  InTASC 4, 7, 9 | Passionate about learning. | Shows some curiosity for learning. Shows interest in learning from others and from experiences. Attempts to learn new concepts eagerly. Shows awareness of ideas. Questions assumptions. | Exhibits boredom with learning; shows little, if any curiosity, zest and energy for learning. Fails to seek understanding and appears to lack personal commitment to learning from others and from experiences. Exhibits little interest in trying different ways to learn something. Lacks engagement with ideas. Does not ask questions or question assumptions. |
| (6) Problem solving abilities and self-control    CAEP 1.1  InTASC 9, 10 | Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Demonstrates appropriate self-monitoring and control of emotions and behavior. | If unable to resolve problems independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem. Focuses on seeking solutions rather than assigning blame. Models appropriate emotional and behavioral responses. | Fails to identify the appropriate personnel with whom to address problems; focuses on blaming others rather than seeking solutions. Enlists participation of family members or other individuals to seek solutions on his/her behalf. At times visibly demonstrates lack of emotional control; may become upset, use put-downs or display anger. |
| (7) Confidence and commitment    CAEP 1.1  InTASC 9, 10 | Demonstrates enthusiasm, confidence, initiative, and commitment. Prepares thoroughly and consistently. Meets deadlines. Is reliable and dependable. | Exhibits enthusiasm and confidence in teaching and takes initiative. Assigned and unassigned responsibilities are completed with minimal direct supervision. Consistently displays a thorough preparation of materials. Abides by deadlines for assignments, including projects and presentations. Usually completes assignments, duties or tasks on time. Attendance and punctuality are usually appropriate. | Lacks enthusiasm and confidence in teaching and does not take initiative. Does little without supervision and/or does not follow through on responsibilities. Some assigned and unassigned responsibilities are completed but with direct supervision. Seldom displays a thorough preparation of materials. Does not consistently abide by deadlines for assignments, including projects and presentations. Sometimes completes assignments, duties, or tasks on time. Attendance and punctuality are inappropriate. |
| (8) Flexibility    CAEP 1.1  InTASC 9, 10 | Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks. Responds positively to last minute changes in the daily schedule based on the requests of instructors or school personnel. | Is unwilling or unable to adapt or change when necessary or is confrontational when faced with an unexpected situation. Responds in a negative manner to changes in the daily or course schedule. |
| (9) Ethical thinking and sound judgment    CAEP 1.1  InTASC 9 | Exhibits sound judgment in personal and professional situations. Exhibits a strict code of honesty related to tests, assignments, and teaching responsibilities. Maintains confidentiality of records, correspondence and conversations.  Behaves in a legal and ethical manner. | Makes acceptable decisions; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge. Documents thoroughly.  Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping. Conduct is legal and ethical. | Sometimes makes questionable decisions; relates to P-12 students as peers; leaves the classroom without a qualified person in charge. Has knowingly plagiarized, cheated on a test, copied another’s work or allowed someone to copy. Documentation is sometimes incomplete. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. Engages in illegal or unethical conduct or in behavior, which would be grounds for dismissal from a teaching position. |
| (10) Belief that ALL students can learn    CAEP 1.1  InTASC 1,2,3 | Exhibits belief that all students can learn. | Shows through words and actions a belief in the ability of all students to learn. Encourages all students to be successful. | Does not appear to have confidence in all students’ ability to learn. Little evidence of commitment to encouraging students who have difficulty learning. |
| (11) Self-reflection and response to feedback    CAEP 1.1  InTASC 9 | Reflects on own behavior; accepts and uses constructive feedback. | Accurately demonstrates reflection through conferencing and written responses. Reflects on teaching and includes specific examples of successes and area needing improvement; can provide several suggestions for improvement. Is receptive to constructive comments and implements changes. | Does not accurately reflect on teaching through conferencing or written responses or propose ideas as to how it might be changed. Reflects when prompted and is generally accurate at a superficial level; able to make global suggestions as to how instruction might be improved; can occasionally make specific suggestions for self-improvement. Is not receptive to constructive comments and shows no sign of implementing change. |

**University of Arkansas Teacher Education Program**

**Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be used by faculty members to report significant concerns about a candidate’s dispositions. The completed copy is to be submitted to the program coordinator in which the candidate is enrolled. A completed Candidate Disposition Inventory should be attached. The candidate should be given a completed copy of both forms.

I have the following concerns about this teacher education candidate:

I am recommending the following course of action (include a timeline for addressing the concern).

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Candidate Comments:

\*Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

(\*Signature indicates that candidate has read the referral. It does not indicate agreement.)

***Assessment 3: Article Review***

**Project Descriptor for the EDOKs**

Project Title: Professional Article Evaluation (**E**xpert **D**istiller **o**f **K**nowledge)

Goal: To further develop Scholar-Practitioner Tenet 4 in teacher candidates: *One who is a developing professional and a lifelong learner*

Objective: Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format.

Outcome: Students will demonstrate their ability to summarize and synthesize a piece of scholarly writing, apply the information to their own practice, and connect the information to class discussion and text. TESS, Domain 4, ATS 4, 5, and 9.

APA STYLE FOR EDOK

The College of Education and Health Professions at the University of Arkansas has adopted the American Psychological Association (APA) writing style. In order to comply with these requirements, all bibliographies, article critiques or summaries, and papers must be APA style. Consult the 2001 Publication Manual of the American Psychological Association (5th ed.), which is available in Mullins Library. APA style guidelines can also be found on the Internet.

**Citation example for a scholarly, peer-reviewed journal**

Hoyt-Oukada, K. (2003). Considering students’ needs and interests in curriculum construction. *The French Review, 76*(3), 721-737.

**EDOK Article Evaluation:** The purpose of the EDOK is to write a succinct evaluation of a piece of scholarly writing. All EDOKs are typed, one-two page summaries with a self-reflection as a conclusion. Use 12 pt. Times New Roman and include a heading with your name, date, and class name.

*The required format follows:*

**EDOK (Expert Distiller of Knowledge)**

The EDOK is a system that enables you to summarize articles in a succinct manner.

§ **Bibliographic information:** Give a complete APA citation for the source (See example above).

§ **Central theme:** State the central theme, concern, or argument of the author. Use your own words.

§ **Main idea:** Each main idea, point, or position in the article should be stated in a complete sentence. Please do not use fragments. Use your own words.

§ **Author’s conclusion:** State the author’s conclusion. Use your own words. Sometimes the author’s conclusion is stated in the article and sometimes you must infer it.

§ **Self-reflection (the most important part!):** State how the article helps you as a future teacher and how it relates to the class content. Use your own words. First person usage is also acceptable for this part.

Note: “I like this article” or "This article was very helpful" are not sufficient.

Papers should be well-edited for spelling, grammar, and punctuation. Please use academic discourse in your self-reflection. Slang and vagueness are also unacceptable.

**Rubric for Article Review: 25 points**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Acceptable** | **Needs Work** |
| Bibliography **3 pts.** | All bibliographic information is included and in correct format.  3 | Most bibliographic information is included and in correct format.  2-1 | Bibliographic information is not included or is in incorrect format.  0 |
| **Central Theme**  **3 pts.** | Theme is appropriate and is stated coherently.  3 | Theme is partly misunderstood or incomplete.  2-1 | Theme is not stated or is inappropriate for the article.  0 |
| **Main Idea**  **3 pts.** | Main idea is accurate.  3 | Main idea is accurate, but is not coherent.  2-1 | Main idea is not stated or is inaccurate.  0 |
| **Author’s Conclusion**  **3 pts.** | Author’s conclusion is appropriate for the article and is stated in words original to the writer of the summary.    3 | Author’s conclusion is somewhat appropriate for the article, although the major conclusion has been missed. It is stated in words original to the writer of the summary.  2-1 | Author’s conclusion is not included or in inappropriate for the article. Words used are mostly copied from the article.  0 |
| **Self Reflection**  **5 pts.** | Writer describes in detail how the article is useful to an emerging professional and how it connects to the information in our textbook and class discussions.    5-4 | Writer generally describes how the article is useful to an emerging professional and briefly how it connects our textbook and to class discussion.    3-2 | Writer describes with limited detail how the article is useful to an emerging professional and /or how it connects to textbook and class discussion.    1-0 |
| **Editing /Usage**  **/ Syntax:**  **3 pts.** | The paper is well-edited and there are no more than five errors.  3 | Some editing is apparent. No more than ten errors are noted.  2 | More than ten errors in editing are noted.  1-0 |
| **Submission:**  **2 pts.** | Submitted on time  2 |  | More than one day late  0 |
| **Article Included**  **3 pts.** | 3 |  |  |

***Assessment 4: Lesson Plan***

**Lesson Title:**

**Intern Name:**

**Grade/Class Level: Topic / Theme:**

**Date of Observation: School / Mentor:**

**Class Time: Time Allotted for Lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher Guide** | | |
| **Stage I: Planning for Desired Results** | | |
| **A. Goal (s)**  **Describe what you want your students to learn—the**  **“Big Ideas.”** | |  |
| **B. Objective (s)**  **Write what your students will know and be able to do at the end of this lesson.** | | **Student will be able to:** |
| **C. Prior Knowledge**  **List the essential skills and knowledge students need for this lesson.** | |  |
| **D. Frameworks / Standards**  **List/describe the target ACTFL/AR WLAN standards.**  **List /describe the anchor CCSS standards.** | | **Connected to:** |
| **E. Learners**  **What do I need to know about the learners to plan for this lesson? What experiences have they had with this content? What special needs must be addressed? Adaptations made to differentiate instruction?** | |  |
| **F. Materials**  **Resources for lesson (Provide links and handouts).** | |  |
| **Stage II: Acceptable Evidence** | | |
| **Assessments**  **Describe the assessments you will use to determine how students demonstrate what they have learned.** | |  |
| **Stage III: Planning for Learning Experiences** | | |
| **Classroom Organization** | | |
| **Describe how you will organize the students and environment for this lesson.** | |  |
| **Instructional Sequence**  **Describe step-by-step how the lesson will be introduced and delivered.** | | |
| **I. Preview/ Anticipatory Set/ Bell ringer**  **How will you motivate/engage the students?**  **Time Needed:** | |  |
| **II. Input / Presentation / Procedures**  **How will you introduce the lesson / objectives and give an overview of lesson?**  **Time Needed:** | |  |
| **III. Guided Practice**  **How will you model and guide students through activities to practice the learning objectives?**  **Time Needed:** | |  |
| **IV. Released Practice**  **How will you release students to practice learning objectives independently (individually, pairs, groups)?**  **Time Needed:** | |  |
| **V. Closure**  **How will you end the lesson?**  **Time Needed:** | |  |
|  | |  |
| **Outcomes**  **Student products resulting from lesson.** | |  |
| **Stage IV: Reflection on Lesson Effectiveness** | | |
| **1. Did you achieve your goals? How do you know?** |  | |
| **2. What worked well and why?** |  | |
| **3. What would you change to teach this again?** |  | |
|  |  |  |

**Lesson Plan Rubric (100 pts)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Unacceptable  D - 69>% | Developing  C - 70-81% | Acceptable  B - 82-92% | Exemplary  A - 93-100% | Points |
| Unit/State Curriculum Standards  (10 pts) | Unit/State standards are not included. | Unit/State standards are listed but are unclear or unorganized. | Unit/State standards are listed. | Unit/State standards are thoroughly listed and clearly related to each objective. |  |
| Objective(s)  (10 pts) | Behavior, criteria, and conditions are unclear or missing. | Two of the three (behavior, criteria, and conditions) are apparent, but unclear or poorly written. | Behavior, criteria, and conditions, are somewhat clearly communicated. | Behavior, criteria, and conditions are clearly communicated and clearly and concisely written (no unnecessary words). |  |
| Lesson Content  (5 pts) | Content to be presented in the lesson is not included. | Content to be presented in the lesson is listed but unorganized or difficult to follow. | Content to be presented in the lesson is listed and organized. | Content to be presented in the lesson is listed in detail and logically organized so students and the teacher know exactly what content will be covered in the lesson. |  |
| Introduction  (10 pts) | An introduction or hook for the lesson is not included. | The lesson is poorly introduced. The introduction is vague, lacking detail required for students to follow the lesson. | The lesson is introduced in a manner that seems appropriate for the lesson. The introduction is somewhat confusing to students in order to know what to expect and what is expected of them. | The lesson is introduced in a logical, creative and engaging manner so that students know what to expect and what is expected of them. The introduction is clear and detailed enough to enable students to begin the lesson without aid. |  |
| Learning Activities/  Procedures  (20 pts) | Procedures are incomplete or missing. | Learning procedures are poorly articulated. Activities are vague, lacking detail required for students to follow the lesson. | Learning activities and procedures are delivered in a manner that seems appropriate for the lesson content. | Learning activities are delivered in a logical, creative, and engaging manner so that students know what is expected of them and are engaged in their own learning. Procedures are clear and detailed enough throughout the lesson to enable students to begin the lesson without aid. |  |
| Closure/Review  (10 pts) | No procedures for lesson closure are included. | Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing. | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated. The closure is engaging to students and makes the content relevant to students’ as the lesson comes to an end. |  |
| Evaluation/ Assessment  (10 pts) | No assessment procedures included. | The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed resemble the behaviors described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed exactly match the behaviors described in the objectives and description of the lesson. (Scoring guides or rubrics are provided if appropriate.) |  |
| Modifications  (10 pts) | No modifications included. | Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems. | Include some modifications for diverse learners’ special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. | Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. |  |
| References/Materials  (5 pts) | Either references or materials (or both) are not included. | References and materials are both included in the lesson, but not detailed enough to enable another teacher to fully access references or know what materials are required. | References and materials are both included in the lesson and listed in an organized manner. | References are listed in APA format, including hyperlinks so others could access them easily. All required materials are listed in detail so that another teacher would know exactly what was required to teach the lesson effectively. |  |
| Reflection  (10 pts) | Reflection is vague and/or incomplete | Includes a reflection but does not describe the lesson, areas for growth, strengths, and/or modifications for future lessons. | Includes a somewhat thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons and/or lacks detail. | Includes a thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons. |  |
| One or more grammar, spelling, and/or typographical errors may result in a deduction of up to 10 points from the final grade earned.    Comments: | | | | Total Points | /100 |

***Assessment 5: TESS Summative Evaluation***

|  |  |  |
| --- | --- | --- |
| **Intern/Student Teacher:** | **Date:** | **School:** |
| **Observer:** | **Grade:** | **Rotation / Observation #:** |
| **Mentor:** | **Subject:** | **Program:** |

|  |  |  |
| --- | --- | --- |
| **Domain 1: Planning and Preparation**  *To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.* | | |
| **Score** |  |  |
|  | **a:** | Demonstrating knowledge of content and pedagogy |
|  | **b:** | Demonstrating knowledge of students |
|  | **c:** | Selecting instructional outcomes |
|  | **d:** | Demonstrating knowledge of resources |
|  | **e:** | Designing coherent instruction |
|  | **f:** | Assessing student learning |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| ***Classroom Observation***   * Clear explanation of content * Accurate response to student questions * Questions build on prior k/s   ***Teacher Lesson Plans/Interview***   * Explains how discipline is organized and has evolved * Identifies concepts to be taught * Shares relationship to other disciplines * Selects appropriate teaching strategies | **a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.**  **- Knowledge of prerequisite relationships**  **- Knowledge of content-related pedagogy** |
| **Evidence:** |
| ***Teacher Lesson Plans/Interview***   * Age appropriate * References current research * Activities engage inquiry and reciprocal learning process * Activities/strategies based in formal / informal and ongoing assessment * Seeks input from parents * Interest surveys and interviews * Cultural sensitivity * Meets with key school personnel * Accommodations | **b. Teacher demonstrates knowledge of students.**  **- Knowledge of child and adolescent development**  **- Knowledge of the learning process**  **- Knowledge of students' skills, knowledge, and language proficiency**  **- Knowledge of students' interest and cultural heritage**  **- Knowledge of students with special needs** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Connects to national, state, and local standards * Represents big ideas * Scaffolded on prior and establishes foundation for future learning that represent the discipline * Written in terms of LEARN **not** DO * Are specific, doable, observable * Reflect different types of learning * Provide opportunities for coordination * Reflect actual and higher-order thinking * Reflect procedural knowledge * Reflect conceptual understanding * Reflect communication skills * Reflecting reasoning skills * Reflecting collaboration skills * Are suitable for all students | **c. Teacher selects instructional outcomes.**  **- Value, sequence, and alignment**  **- Clarity**  **- Balance**  **- Suitability for diverse learners** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Utilizes several and differentiated resources * Stays abreast of subject(s) teaches * Aware of and familiar with resources in and out of school/district * Guest speakers * Field trips * Internet * Professional organizations * Media center, computer lab * Multidisciplinary resources * Artifacts | **d. Teacher demonstrates knowledge of resources.**  **- Resources for classroom use**  **- Resources to extend content knowledge and pedagogy**  **- Resources for students** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Suitable to students and learning outcomes * Represent significant cognitive challenge * Differentiated * Engaging * Varied grouping * Clearly defined structure * Reasonably timed | **e. Teacher designs coherent instruction.**  **- Learning activities**  **- Instructional materials and resources**  **- Instructional groups**  **- Lesson and unit structure** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Assesses all outcomes * Adapts for groups/students * Identifies clear criteria/standards * Develops appropriate strategies * Uses to plan for future instruction | **f. Teacher assesses student learning.**  **- Congruent with instructional outcomes**  **- Criteria and standards**  **- Design of formative assessments**  **- Used for Planning** |
| **Evidence** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 2: The Classroom Environment**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Designing an environment of respect and report |
|  | **b:** | Establishing a culture for learning |
|  | **c:** | Managing classroom procedures |
|  | **d:** | Managing student behavior |
|  | **e:** | Organizing physical space |

|  |  |
| --- | --- |
| **Criteria** | **Key “Look Fors”** |
| *Classroom Observation* **a: Teacher interactions with students. Students’ interactions with one another.** | * Teacher calls students by name * Teachers uses “we” statements to make students feel part of the group * Listens to students with care * Polite language is used in interaction between the students and the teacher * Teacher checks with students to find out how they feel about the class/lesson |
| **Evidence:** |
| *Classroom Observation* **b: The importance of the content. Expectations of learning and achievement. Student pride in work.** | * Voice and body language convey enthusiasm * Student have a choice about how they show what they have learned * Teacher shares the learning goal for the lesson and explains the lesson’s importance and purpose * Teacher reinforces students’ development of conceptual understanding in order for students to demonstrate proficiency of content |
| **Evidence:** |
| *Classroom Observation* **c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.** | * Guidelines for group work are specified * Routines are established * Roles are used when appropriate * Group members listen respectfully * Group works to meet learning goal * Worked productively * Used time well * Voice level appropriate * Materials and supplies are handled smoothly and efficiently |
| **Evidence:** |
| *Classroom Observation* **d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the students’ dignity.** | * Appropriate and clear standards of behavior * Alert to student behavior at all times * Consistency * Clear consequences * Demonstrate positive behavior * Sense of respect * Responds to serious behavior problems * Rationale for standards |
| **Evidence:** |
| *Classroom Observation* **e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.** | * Class arrangement * Use of space appropriate for learning * Safety * Access to instruction * Facilitates learning * Lesson adjustments * Traffic pattern |
| **Evidence:** |
|  |  |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 3: Instruction**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Communicating with students |
|  | **b:** | Using questioning and discussion techniques |
|  | **c:** | Engaging students in learning |
|  | **d:** | Using Assessment in Instruction |
|  | **e:** | Demonstrating flexibility and responsiveness |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| * Written and verbal explanation of lesson purpose * Directions and procedures are clear to students * Explanation of content is appropriate and connects to student knowledge and experience * Clear and correct spoken and written language | *Classroom Observation* **a: Expectations for learning. Directions and procedures. Explanations of content.** |
| **Evidence:** |
| * Teacher’s questions are of high quality * Adequate time provided for response * Genuine discussion among students * Teacher successfully engages all students in discussion | *Classroom Observation* **b: Quality of questions. Discussion techniques. Student participation.** |
| **Evidence:** |
| Assignments are appropriate and students are cognitively engaged   * Instructional groups are productive and appropriate for the lesson * Materials and resources are appropriate and engage students mentally * Lesson has a clearly defined structure * Pacing is appropriate | *Classroom Observation* **c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.** |
| **Evidence:** |
| * Students are fully aware of criteria and performance standards by which work will be evaluated * Monitors the progress of groups making use of diagnostic prompts * Feedback to students is timely and high quality * Students frequently assesses and monitors quality of their own work against criteria | *Classroom Observation*  **d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.** |
| **Evidence:** |
| * Makes minor adjustments to lesson in a smooth manner * Successfully accommodates for students’ questions and interests * Anticipates and responds to student differences * Persists in seeking approaches for students who are struggling | *Classroom Observation* **e: Lesson adjustment. Response to students. Persistence.** |
| **Evidence:** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 4: Professional Responsibilities** | | |
| **Score** |  |  |
|  | **a:** | Reflecting on teaching in terms of accuracy and use in further teaching |
|  | **b:** | Maintaining accurate records |
|  | **c:** | Communicating with families |
|  | **d:** | Participating in a professional community |
|  | **e:** | Developing and growing professionally |
|  | **f:** | Demonstrating professionalism |

Summary:

Suggestion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning & Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| *1b: Demonstrating knowledge of students* | Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, students, and resources to design learning experiences aligned to instructional outcomes, differentiated where appropriate for all students and significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs. |
| *1f: Designing student assessments* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

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| **Domain 2: The Classroom Environment** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *2a: Creating an environment of respect and rapport* | Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students. | Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students. | Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students. | Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students’ cultures and levels of development. |
| *2b: Establishing a culture for learning* | Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work. | Teacher’s attempt to create a culture for learning is only partially successful. Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work. | The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| *2d: Managing student behavior* | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

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| **Domain 3: Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using Assessment in Instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

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| **Domain 4: Professional Responsibilities** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *4a: Reflecting on Teaching* | Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved. | Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved. | Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each. |
| *4b: Maintaining Accurate Records* | Teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. | Teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful. | Teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and successful. | Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful |
| *4c: Communicating with Families* | Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program but are not always appropriate to the cultures of those families. | Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | Teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate. |
| *4d: Participating in a Professional Community* | Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving, | Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty. |
| *4e: Growing and Developing Professionally* | Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues. | Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues. | Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues. | Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues. |
| *4f: Demonstrating Professionalism* | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher’s attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to “get by.” | Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations. | Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations. |

***Assessment 6: E-Folio***

**Assessment #6: E-Portfolio Assignment**

**DIRECTIONS:** In their final year of the Bachelor of Arts in Teaching program, students will produce an e-portfolio in which they demonstrate their ability to satisfactorily address the four domains of the Danielson Framework for Teaching. These domains, which constitute the Teaching Excellence and Support System developed by the Arkansas Department of Education to support observation and development of K-12 teachers, include: *Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities*.

To document their knowledge and understandings of the Danielson Framework, students in the Bachelor of Arts program will include artifacts they create and use with students in their internship experience in their e-portfolio. These artifacts will be accompanied by written narratives which attest to how the artifacts were taken up in the classroom and how they speak to the understandings and competencies articulated by each of the four domains. In addition to submitting an e-portfolio, students will present and defend their work to both faculty and their peers in the Bachelor of Arts in Teaching program.

**Scoring Rubric**

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| **Domain 1: Planning and Preparation** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies, and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #1. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 2: Classroom Environment** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #2. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 3: Instruction** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #3. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 4: Professional Responsibilities** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #4. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Style and Conventions** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author consistently writes in a voice and tone that are appropriate for the intended audience. The e-portfolio is virtually free of punctuation, spelling, and capitalization errors. | With only a few lapses, the author writes in a voice and tone that is appropriate for the intended audience. The e-portfolio contains only a few punctuation, spelling, or capitalization errors, and they do not interfere with meaning. | Voice and tone are not always appropriate for the intended audience. The e-portfolio is marred by numerous punctuation, spelling, or capitalization errors, some of which interfere with meaning. | Voice and tone are inappropriate for the intended audience. Frequent punctuation, spelling, or capitalization errors hinder communication. |
| **Organization and Structure** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The e-portfolio is thoughtfully organized. The aesthetic of the e-portfolio draws the readers in and makes them want to continue reading. The author embeds several photographs, illustrations, and other visual evidence, nearly all of which effectively demonstrate how the artifacts were taken up in the context of the classroom. | The e-portfolio is well organized, with the result that readers are left with few, if any, questions. The aesthetic of the e-portfolio is inviting. The author’s inclusion of photographs, illustrations, and other visual evidence satisfactorily demonstrates how the artifacts were taken up in the context of the classroom. | The organizational structure of the e-portfolio is sometimes ineffective, the result of which raises a number of questions. The author appears to have given some thought to the aesthetic of the e-portfolio, but it not always effective. The author includes some photographs, illustrations, and other visual evidence to demonstrate how the artifacts were taken up in the context of the classroom, but not always effectively. | The organizational structure of the e-portfolio is ineffective or inadequate, the result of which creates confusion and raises many questions. Little, if any, thought or attention appears to have been paid the overall aesthetic of the e-portfolio. |

1. *Indicate the relative places within the program where the assessments occur.*

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| **Assessment** | **Title** | **Course/s** | **Year of Study** | **Purpose** |
| Assessment 1 | Philosophy of Education Paper | CIED 1013/Revision in Assessment 6 | Fall Semester First Year/Freshman Year | To understand why students have chosen teaching as a career path |
| Assessment 2 | UA Teacher Candidate Disposition Inventory | All Pedagogy Courses | Each Semester for 8 Semesters | To collect evidence of students’ dispositional development for effective teaching; for admission, retention, success, and intervention if needed |
| Assessment 3 | Article Evaluation | SEED 4022  SEED 4063 | Fall and Spring Semesters Year Three/Junior Year | To develop content and pedagogical knowledge; to develop students’ ability to synthesize and evaluate research information |
| Assessment 4 | Lesson Plan | Methods Classes I & II  SEED 4203  SEED 4213  SEED 4103  SEED 4113  SEED 4443  SEED 4523 | Fall and Spring Semesters Year Four/Senior Year | To provide evidence of students’ development in designing and implementing instruction for all student learning; to examine their ability to self-assess the process of planning, implementing, and assessing a lesson |
| Assessment 5 | TESS Summative Evaluation | CIED 428v | Spring Semester Year Four/Senior Year | To provide feedback to students regarding their performance in the classroom |
| Assessment 6 | E-Folio | Methods Class II  SEED 4213  SEED 4113  SEED 4523 | Spring Semester Year Four/Senior Year | To document students’ understanding of Danielson’s Framework for Teaching |

*Explain how data from the assessments will be collected and used for program improvement.*

Data from program assessments will be collected via Taskstream submission, aggregated by cohort, and assessed for programmatic improvement. A programmatic goal of at least 80% of students achieving Meets or Exceeds Expectations will be used. In addition, a goal of at least 80% of students passing the Praxis content exams will also be evaluated. Students’ achievement of these evaluation thresholds will indicate that the program is effective in supporting students to achieve ADE competencies for initial teacher licensure in the content areas. The alignment of the assessments allows for correlations back to courses wherein the competencies are addressed. This correlation will be used for the enhancement of courses wherein students may not be meeting programmatic goals.

*g. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:*

*i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for supervised clinical practice; 6 months or approximately 216 clock hours for an administrator internship.);*

The following table shows, for each course, the settings and ADHE-required number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit. Definitions of each level of experience are given below, and the experiences are sequenced across the degree program to build mastery with increasing levels of responsibility for students in classrooms with children. **Observation:** Students observe children and classrooms without directly interacting.

**Practicum A:** A beginning interaction experience, wherein students interact with children in classrooms or one-on-one, but are guided and coached throughout by supervising teachers.

**Practicum B:** A supervised service learning experience in a range of settings, including classrooms, with children in the community.

**Student Teaching:** A more advanced interaction experience, wherein students are coached in interactions with children, but have more responsibility and demonstrate leadership in the classroom and in learning opportunities with children.

**Internship:** Culminating experience wherein students hold primary responsibility in classroom settings for leading children’s experiences.

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| **Course** | **Setting** | **Observation** | **Practicum A** | **Practicum B** | **Student Teaching** | **Internship** |
| CIED 1013  Intro to Ed | Partner Schools | 10 hours |  |  |  |  |
| CIED 3033:  Classroom Learning Theory | Partner Schools |  | 12 hours |  |  |  |
| CIED: 4403  Understanding People of Other Cultures | Partner Schools |  |  | 15 hours |  |  |
| SEED 328v :Teaching Experiences--Student Teaching | Partner Schools |  |  |  | 144 hours |  |
| CIED 428v:Teaching Experiences--Internship | Partner Schools |  |  |  |  | 420 hours |
| \*Out of Area Placements | Local  Global |  |  | 4 weeks |  |  |

\*Students are provided an opportunity to observe in a number of alternative settings once they have successfully completed their 420 hours in their last semester. These include international, urban, high-needs, and alternative educational settings.

*ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.)*

Students are exposed to a number of school settings beginning with the observations in their freshmen year. All field experiences are coordinated with the Office of Teacher Education (OTE), who works with programs to provide students opportunities to interact with diverse populations. Students are placed in K-12 and 7-12 classrooms in different districts to assure students are in compliance with ADE rules. Once students complete their spring internship, they have the opportunity to apply for an “out of area” placement including international (Peru, Sweden, Belize) or local (Little Rock School District, Kipp Delta Public School, or Helena-West Helena Public School).

**6. Admission Requirements**

*a. Indicate requirements for admitting students into the program*.

i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 3.0 (4.0 scale).

ii. Passing scores on ETS Praxis Core or other state-approved assessments.

iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.).

*c. Provide a summary of the admission procedures* (e.g., submit application, submit curriculum plan, teacher education admission committee )

**Requirements for Bachelor of Arts in English Education**

Admission to the B.A.T. Program is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the B.A.T. faculty based on the five items listed below in **Stage II**.

**Stage I: Pre-Admission English Education (PEGED)**

**Complete all 46 hours of program pre-requisites for each content area.**

1. Obtain a GPA of 3.0 or better on UA coursework.
2. Complete all content and pedagogy courses with a grade of "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT/SAT/GRE as defined by the Arkansas Department of Education.
4. Complete a background check.

**Stage II: Admission to the B.A.T. program**

 Admission to the Bachelor of Arts in Teaching program (B.A.T.) in the five content areas occurs the semester after the candidate has completed all pre-B.A.T. requirements including the first three courses in education - [CIED 1013](https://nextcatalog.uark.edu/search/?P=CIED%201013), [CIED 1003](https://nextcatalog.uark.edu/search/?P=CIED%201003), and [CIED 2173](https://nextcatalog.uark.edu/search/?P=CIED%202173) prior to a student's entering the individual Programs of Study the following fall term.   The B.A.T.  program is competitive  and meeting the minimum requirements does not guarantee admission to the program. Applications to the B.A.T.  program must be submitted by January 30.

The application process includes:

1. Students must complete the application to teacher education  (see the Teacher Education Application Fee) through the Teacher Education Office during spring semester of sophomore year. This includes completing and passing the criminal background check and also passing Praxis Core academic subjects test or equivalent tests by meeting or exceeding the Arkansas Department of Education cut-off scores.
2. Submission of B.A.T. application.
3. Submission of writing sample to content area faculty.
4. Submission of transcripts for all coursework.

\*Note: Another background check will be required prior to graduation in order to be eligible for licensure.

**Stage III: Requirements for Program Continuation and Internship**

1. Maintain a cumulative GPA of 3.0 or better.
2. All professional education courses and content courses must have a grade 'C' or better ( except SEED 328V below). No teaching methods courses may be taken as self-paced (correspondence) courses.

**Stage IV:  Requirements for Internship Semester (spring, senior year) and Program Completion**

All students in the BAT program must complete the following requirements prior to being admitted to the spring semester of their senior year.

1. Students must earn a 'B' or better in the fall semester, senior year SEED 328V practicum course.
2. Earn a cumulative GPA of 3.0 or better by the end of the fall semester, senior year. Students are not permitted to intern in the spring if the GPA requirement is not met.
3. Students must have taken the appropriate Praxis II - Content Knowledge exam to be admitted to the spring semester, senior year.
4. Candidate must complete a successful "internship admission interview" with B.A.T. faculty. Note these interviews are scheduled with all senior students during the fall semester.
5. Satisfactorily complete the internship/student teaching experience that has been approved by the Director of Field Placement.

All students seeking licensure in the State of Arkansas are subject to a criminal background check. Background checks can take up to six months to process; therefore, students are advised to complete and submit the forms to the proper authorities at least six months in advance of graduation (or six months prior to applying for a teaching license). Arkansas will not grant a teaching license to anyone who has been convicted of a felony.

**7. Retention procedures**

*a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-point benchmark is required.)*

Licensure program candidates will be eligible to retain their candidacy by meeting the following retention requirements, evaluated at the completion of 90 hours: Maintain a 3.0 or above cumulative grade point average; successfully pass performance evaluations in all fieldwork experiences; and demonstrate successful completion of all criteria on the Dispositions Checklist.

*b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program.* *(The program is expected to have more than one strategy for assisting candidates.)*

The following intervention strategies will be employed to assist candidates who struggle to succeed in the program:

* Yearly review for all students who have yet to pass their first praxis exams, to prevent the need for intervention.
* Students submit transcripts, samples of their work, course plans, and requests for guidance. Faculty provide guidance on alignment of career goals with degree, GPA, course load, future course plan, and student work.
* Ongoing performance-based mentoring by faculty, including coaching in teacher-student interactions, advice about course planning (e.g., total credit hours, course combinations), dropping courses, non-traditional degree completion (e.g., summer registration, online courses), and leave to facilitate successful degree progress.
* Referral of student to sources of help aligned with his/her needs, including: tutoring; campus courses in time-management, study skills, or writing; counseling for personal issues; Center for Educational Access for learning exceptionalities; Office of Financial Aid for financial assistance; and Career Development Center for questions about life/career goals.
* As appropriate, the use of “intensive advising”, including adviser-initiated contact, email check-ups, and reminders of degree deadlines. If students fail to meet the requirement for licensure, they are still eligible to be majors in their respective content areas. Content area faculty have expressed interest in proposing Additional Majors programs for their areas. German already has this in place.

**8. Exit requirements**

*List program exit requirements (e.g., final assessments, research papers, performances, interviews, etc.)*

Candidates who have maintained eligibility status in the BAT program approved by ADE will be eligible to apply for the appropriate content area Teaching License. Those candidates who are eligible to apply will be cleared for application once they have provided evidence of the following: Successfully completed an exit interview with a panel of at least two faculty from the Secondary Education teaching faculty at the University of Arkansas Fayetteville and successfully submitted the final E-portfolio, comprised of evidence to meet the TESS Domains. In addition, teacher candidates must provide recommendations from supervising teachers, achieve passing scores on the summative TESS evaluations (2.5 and above) and successfully complete all coursework requirements. Evidence of dispostions is cumulative and must indicate that the teacher candidate has the dispositions needed to be an effective teacher

**9. Candidate Follow-Up Procedures**

*Describe the program’s plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.*

The BAT program will use the University of Arkansas’ existing professional education unit’s procedures for obtaining and reporting data from program graduates and the Employer Survey. Upon posting of the student's degree and receipt of all required materials, completed application packets are sent directly to the Arkansas Department of Education by the Office of Field Placement and Licensure. ADE will issue a teaching license to the applicant approximately two weeks after receipt of the appropriate documents. Applicants can look up the status of their teaching license in the Arkansas Educator Licensure System here: <http://www.arkansased.gov/divisions/human-resources-educatoreffectiveness-and-licensure/educator-licensure-unit/arkansas-educator-licensure-system-aels>.

Graduates will be asked to complete surveys during the next three years of in-service. The data will be used for program improvement and reporting for accreditation.

**10. Faculty**

*Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty. Note: IHE candidate supervision faculty and P-12 cooperating teachers in teacher preparation programs must be trained in the domains, components and elements of ADE’s Teacher Excellence Support System (TESS).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty** | **Professional Experience** | **Course Assignments**  **for B. A. T.** | **TESS Training** |
| Freddie Bowles, Ph.D. | 4 years of junior/senior high English,German, and Dance; 10 years ESL; 2 years EFL; 11th year at UA | CIED 4013 CIED 428v  SEED 4443 SEED 4523 | TESS Trained |
| Sean Connors, Ph.D. | 6 years high school English teacher; 9th year at UA | CIED 2173 SEED 4213 | TESS Trained |
| Jason Endacott, Ph.D. | 9 years of middle level social studies teaching experience; 7th year at UA | SEED 4103 CIED 428v | TESS Trained |
| Chris Goering, Ph.D. | NBCT; former high school English teacher; 11th year at UA | SEED 4063, CIED 428V, SEED 4203 | TESS Trained |
| Ginney Norton, Ph.D. | 5 years of middle level teaching in social studies, literacy, and science; 2nd year at UA | SEED 4022 CIED 428v  SEED 4113 | TESS Trained |

Faculty CVs

**Dr. Freddie Bowles**

Program Name: Bachelor of Arts in Teaching FRED, GRED, SNED

**1.** **Name**  Freddie A. Bowles

**2**. **Education**

2007 PhD: University of Arkansas Curriculum and Instruction

1. University of Arkansas MA German Language and Literature
2. State Teachers College of Arkansas (UCA) BA English

**3. Academic experience**

University of Arkansas, Associate Professor, Curriculum and Instruction, 2007-present, full time / University of Arkansas, Program Coordinator for Master of Arts in Teaching Education Secondary, 2015-present, full-time / University of Central Arkansas, Instructor II, Intensive English Program, WLAN 1994-2004 full time and Academic Advisor for College of Liberal Arts 2003-2004 part time / Szechenyi Istvan Technical College and Apaczi Csere Janos Teacher Training College, Györ, Hungary, Guest Lecturer, English as a Foreign Language, 1990-1992 full time

**4. Non-academic experience**

Dance Instructor, Northeast Arkansas, Little Rock, and Conway, AR. Pre-school-adult classes in ballet, tap, jazz, and adult exercise as an adjunct at various studios. I owned and operated my own studio for four years. I was a member of the UALR Dance Ensemble for two years. 1980-1999

**5.** **Certifications or professional registrations**

2017 *Proficiency Go!* Training in Proficiency-Based Language Classrooms; 1988-2010 Licensure inSecondary Education, English and German, State of Arkansas; 2006 Sheltered Instruction Observation Protocol (SIOP) Training; 2006-2010 Praxis III Assessor, State of Arkansas;1990 Certificate of German Language Proficiency, B2, Goethe Institute, 1978 Certification in Ballet and Jazz Dance, Southern Association of Dance Masters

**6.** **Current membership in professional organizations**

American Association of Teachers of German, American Council on the Teaching of Foreign Languages, Arkansas Foreign Language Teachers Association,Arkansas Teaching English to Speakers of Other Languages, Association of Teacher Educators, Central States Conference on Teaching Foreign Languages Advisory Council, Delta Kappa Gamma, Kappa Delta Pi, Partners with the America

**7.** **Honors and awards**

2016 Outstanding Service Award, University of Arkansas Department of Curriculum and Instruction: 2014 President’s Award, Association of Teacher Educators & Outstanding Teaching Award, University of Arkansas Department of Curriculum and Instruction; 2013 Educator of Excellence, Arkansas Foreign Language Teachers Association; 2012 Office of Nationally Competitive Awards, Faculty Gold Medal for COEHP, Office of Nationally Competitive Awards, NCATE Program Review: Awarded National Recognition for Foreign Language Education, Voted "Best of Arkansas" Presentation at the AFLTA

**8.** **Service**

2017 Program Co-chair, Southern Regional Association of Teacher Educators 64th Annual Conference (SRATE); Member UA Search Committee for Vice-Provost for Diversity and Inclusion; *ProficiencyGo!* Workshop Arkansas AFLTA Summer Academy; *Gen Z: Teaching without Borders*  CentroBolivian American (CBA), Santa Cruz, Bolivia. (Workshop); 2016-17 President, Arkansas Association of Teacher Educators; 2016 Three Workshops in Santa Cruz, Bolivia at CBA and Universidad Autónoma Gabriel René Moreno; 2016-2019 Chair, Membership and Development Committee, Association of Teacher Educators; 2015-2019 Member, UA ESL Committee; 2013-2015 Co-Chair for COEHP Symposium on Social Justice and Multiculturalism; 2013-2016 Association of Teacher Educators Board Member

**9**. **Courses**

CIED 5553: Social Justice and Multicultural Education, CIED 5543: Methods of Teaching Foreign Language K-12, CIED 5953 Second Language Assessment; CIED 5543: Structures of American English; CIED 5523: Instructional Practices in Foreign Language; CIED 4013: Capstone Course for Foreign Language Licensure; CIED 528v: Field Experiences Spring Immersion

**10.** **Publications:**

* Bowles, F.A., & Pearman, C. J. (2017). *Self-Efficacy in action:* *Tales from the classroom​ for teaching, learning, and professional development.* New York, NY: Rowman and Littlefield.
* Gregory, G.A., & Bowles, F. (2017). Decolonization, complete bilingualism, academic achievement, and national identity: Arguments for literacy in indigenous languages. *In J. Reyhner, J. Martin, L. Lockard, & W. S. Gilbert (Eds.) Honoring Our Teachers,* (99-115). Flagstaff, AZ: NAU College of Education Press.
* Zhang, Q., & Bowles, F. (2017). Promoting performance through arts integration in the elementary Chinese classroom, *In J. A. Foss (Ed.) 2017 Report of the Central States Conference on the Teaching of Foreign Languages,* (149-165). Richmond, VA: CSCTFL.
* Endacott, J., & Bowles, F. (2013). Avoiding the “It’s a small world” effect: A lesson plan to explore diversity. *Multicultural Education, 20* (2), 43-48.
* Gallavan, N. P., & Bowles, F. A. (2012). Learning, living, earning, giving: School/community gardening with young learners*.* *Social Studies and the Young Learner, 24*(3), 13-16.
* Bowles, F. A. (2012). Teaching Choctaw as a foreign language in a non-traditional setting: A challenge with high expectations and possibilities. *In B. Klug, (Ed.) Standing Together: Indigenous Educations as Culturally Responsive Pedagogy*, (201-222). New York, NY: Rowman & Littlefield.
* Bowles, F. A., & Gallavan, N. P. (2012). Easing teacher candidates toward cultural competence through the multicultural step out. In Boden, C. & Kippers, S. (Eds.), *Pathways to transformation: Learning in relationship (Innovative perspectives of higher education-research, theory, and practice)* (pp. 169-190). Charlotte, NC: Information Age Publishing.

**Presentations:**

* Bowles, F.A., Howlett, K., & Lincoln, F. (2017, August). *Infusing Multicultural Literature intoTeacher Education Courses*. Association of Teacher Educators, Pittsburgh, PA.
* Bowles, F. A. (2017, June). *Gen Z Students: Identity, Ideas, Interests.* 24th Convention on Teaching and Learning English. Santa Cruz, Bolivia.
* Bowles, F. A. (2017, March). *Who's doing the talking? Exploring instructional conversations for*
* *target language proficiency.* Central States Conference on the Teaching of Foreign Languages, Chicago, IL.
* Gallavan, N. P., Peace, T., Black, G., Bowles, F., Pearman, C., Lefever, S., Putney, L., Polka, W.S., Prather-Jones, Young, W., & Ward, E. (2016, February). *Teacher self-efficacy: Concepts and case studies to guide teacher candidates*. Association of Teacher Educators, Chicago, IL.
* Garcia Mont, A., & Bowles, F. (2015, October). *Northwest Arkansas: The nuevo south*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Johnson-Carter, C., & Smith, V. C. (2015, October). *Contemporary definitions,representations and realities: Social justice in a small southern state*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Carter, C.J., & Gist, C. (2015, February). *Critical narratives of culture, civility, and action in teacher education*. ATE Annual Conference, Phoenix, AZ.

**Dr. Sean Connors**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Sean P. Connors

2. **Education:** Ph.D., Language, Literacy, and Culture. Ohio State University. 2010.

**3. Academic experience:** University of Arkansas, associate professor, English education (2016-present); University of Arkansas, assistant professor, English education (2010-2016); Ohio State University, graduate assistant, 2004-2010); Coconino High School, English teacher (1999-2004); (Greyhills Academy High School, English teacher (1998-1999); Horseheads High School, English teacher (1993-1998).

**4. Non-academic experience.** None.

**5. Licensure:** New York State Teaching License, 7-12 ELA, (1992-present)

**6. Memberships:** National Council of Teachers of English; Conference on English Education; Children’s Literature Association.

**7. Honors and Awards:** Divergent Award for Excellence in 21st Century Literacies Research, 2018, Initiative for 21st Century Literacies Research, 2018; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2016; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2015; Outstanding Research Award, Department of Curriculum and Instruction, University of Arkansas, 2014; Innovative Teaching Award, College of Education and Health Professions, University of Arkansas, 2011; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2011; Golden Tusk, Division of Student Affairs, University of Arkansas, 2011.

**8. Service activities:** Co-Coordinator, English and Drama/Speech Licensure (2010-present); Assistant Department Chair, Curriculum and Instruction, University of Arkansas. (2017-present); Co-editor,Visible Teaching: Opening Doors as Resistance, *The English Journal,* Spring 2016, Editor*, SIGNAL Journal,* 2015-present; Member, Executive Board, Special Interest Network for Adolescent Literature, 2012- present; Chair, College Council, University of Arkansas, (2013-2014); Member, College Council (2011-2012); Member, One Book, One Community, University of Arkansas (2011-present).

**9. Courses Taught:** CIED 499v: The Hunger Games and YA Dystopian Fiction; CIED 5683: Young Adult Literature and Literary Theory; ENGL 2173: Literacy in America; CIED 5213: Issues and Trends in Literacy Instruction; CIED 5683: Young Adult Literature and Literary Theory ; CIED 6123: New Literacies Seminar.

**10.** **Books**

Connors, S. P. (Ed.). (2014). *The politics of Panem: Challenging Genres.* Rotterdam: Sense.

**Recent Articles and Book Chapters**

Connors, S. P. (forthcoming). An invitation to look deeper into the world: Using young adult fiction to

encourage youth civic engagement. *The ALAN Review.*

Connors, S. P. (forthcoming). **“**I have a kind of power I never knew I possessed”: Surveillance, agency,

and the possibility of resistance in YA dystopian fiction. *Study and Scrutiny: Research on Young*

*Adult Literature.*

Connors, S. P., & Trites, R. S. (forthcoming). *Legend*, exceptionalism, and genocidal logic: A

framework for reading neoliberalism in YA dystopias. *The ALAN Review.*

Botzakis, S., DeHart J. D., & Connors, S. P. (2017). Graphic text and visual literacies in reading

comprehension. In S. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed.)

(pp. 442-456). New York, NY: Routledge.

Connors, S. P. (2016). Designing meaning: A multimodal perspective on comics reading. In C. Hill

(Ed.), *Teaching comics through multiple lenses: Critical perspectives* (pp. 13-29). London:

Routledge.

Connors, S. P. (2017). The monstrous-feminine and gegemonic masculinity in Rick Yancey’s *The*

*Monstrumologist*. *Children’s Literature Association Quarterly, 42*(1), pp. 91-104.

Soter, A. O., & Connors, S. P. (2017). Language as a field of energy: A critical question for language

pedagogy. *Critical Questions in Education, 8*(1).

Connors, S. P. (2017). “A place thriving with history”: Reclaiming narratives about literacy in the

Arkansas Ozarks. *Journal of Adolescent & Adult Literacy, 60*(4), 443-451*.*

Connors, S.P. (2016). Becoming mockingjays: Encouraging student activism through the study of YA

dystopia.*The ALAN Review, 44*(1), 18-29*.*

Bengston, E., & Connors, S.P. (2016). Contrary socializations: Organizational influence on the teaching

approaches of two beginning teachers in an external threat environment. *Journal of School*

*Leadership, 26*(4), 607-632.

**Dr. Jason Endacott**

Program Name: Bachelor of Arts in Teaching SSED

**1. Faculty member’s full name:** Jason L. Endacott

**2. Education**

a. 2007 PhD: Teaching and Leadership, University of Kansas

b. 2001 MS: Curriculum and Instruction, University of Kansas

c. 1998 BS: Elementary Education, Kansas State University

**3. Academic experience**

a. University of Arkansas, Associate Professor, PhD & MEd program coordinator, (2011-Present)

b. Keene State College, Assistant Professor (2007-2011)

**4. Non-academic experience**

a. Endacott Lighting, Jack of All Trades, (1993-1998)

**5. Current membership in professional organizations**

a. American Educational Research Association

b. National Council for the Social Studies (NCSS)

c. College and University Faculty of NCSS

d. Arkansas Council for the Social Studies

**6. Honors and awards**

a. 2015 Significant Research Award – COEHP University of Arkansas

b. 2014 Rising Star Award – CIED University of Arkansas

c. 2013 University Educator of the Year – Arkansas Council for the Social Studies

**7. Service activities**

a. Program Coordinator – CIED Graduate Programs (2017-Present)

b. President – Arkansas Council for the Social Studies (2015-Present)

c. Search Committee Chair – SEED Clinical Assistant Professor (2015)

d. Chair - CIED Personnel Committee (2016-2017)

e. Member – UA All University Academic Integrity Board (2014-Present)

**8. Courses**

a. CIED 6133 Trends & Issues in Curriculum & Instruction

b. CIED 5243 Special Methods of Instruction I: Social Studies

c. CIED 5253 Special Methods of Instruction II: Social Studies

d. CIED 5273 Research in Curriculum and Instruction

e. CIED 6113 Trends and Issues in Social Studies Education

f. CIED 5313 Methods of Qualitative Research in Curriculum & Instruction

g. CIED 5033 Curriculum Concepts for Teachers

9. **Publications**

* Endacott, J.L., Goering, C.Z., Collet, V., Turner, R., Wright, G.P., Jennings-Davis, J., Denny, G. (2016). On the Frontline of CCSS Implementation: A National Study of Factors Influencing Teachers’ Perceptions of Teaching Conditions and Job Satisfaction. Cogent Education. 3. 1-25.
* Endacott, J.L. (2016). Using video stimulated recall to enhance preservice teacher reflection. The New Educator. 12(1). 28-47.
* Matlock, K., Goering, C.Z., Endacott, J.L., C.Z., Collet, V., Wright, G., Jennings-Davis, J. (2016). Teachers’ views of the Common Core State Standards and its implementation. Educational Review. 68(3). 291-305.
* Endacott, J.L., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. Review of Education, Pedagogy, & Cultural Studies. 37(5). 414-437.
* Wright, G. & Endacott, J.L., (2015). Historical inquiry and the limits of the Common Core State Standards. Journal of Social Studies Research. XX(XX). X-XX.
* Endacott, J.L. & Pelekanos, C. (2014). Slaves, women and war! Engaging students in historical empathy for enduring understanding. The Social Studies. 106(1). 1-7.
* Endacott, J.L. & Sturtz J. (2014). Historical empathy and pedagogical reasoning. Journal of Social Studies Research. 39(1). 1-16.
* Endacott, J. L. (2014). Negotiating the process of historical empathy. Theory & Research in Social Education, 42(1), 1-31.
* Endacott, J.L. & Goering, C.Z. (2014). Reclaiming the conversation on education. English Journal 103(5), 89-92.

**Presentations**

Endacott, J.L. (2016) Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. (2016) Making the Comfortable Uncomfortable: A Call for Subversive, Anti-Entropy Social Studies Teaching And Learning in Schools and Communities. College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Broome, J.P. & Endacott, J.L. (2016). “On the Matter of Black Lives”: Using CRT and C3 Inquiry to Examine Current Events. Book chapter presented at the annual conference of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. & Broome, J.P. (2016) Teachers’ Views on the “Lessons” of Ferguson. Paper presented at the American Educational Research Association annual conference. Washington, DC, April 2016.

**Dr. Chris Goering**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Christian Z. Goering

**2. Education:** Ph.D., Curriculum & Instruction, Kansas State University, 2007

**3. Academic experience** – University of Arkansas, associate professor, English education (2012-present); University of Arkansas, assistant professor, English education (2007-2012); Kansas State University, graduate teaching assistant, (2005-2007), Washburn Rural High School, English teacher, (2000-2005).

**4. Non-academic experience:** Discovery Furniture, Weekend Warehouse Manager (2002-2004); Ray Anderson Inc., delivery driver/warehouse for Pella Windows (1999); Bottom Dollar Office Supply, warehouse, delivery (1998-1999); USD 254, inside outside summer maintenance (1996-1998).

**5. Licensure:** National Board Certification for Teachers, English Language Arts, Adolescence and Young Adulthood, 2006-2026; 2000-2019 Kansas Teaching License, 7-12 ELA

**6. Memberships:** National Council of Teachers of English, Conference on English Education, National Writing Project, Literacy Research Association

**7. Awards:** Outstanding Research Award, CIED, 2017; Fellow, UA Teaching Academy, 2016; Super Service Award, CIED 2015; Superior Service Award, COEHP, 2015

**8. Service:** Co-Editor, Speaking Truth to Power Column, *English Journal;* Director, Northwest Arkansas Writing Project; Faculty Director, Center for Children & Youth; Conference on English Education Executive Committee, 2016-2020; Chair, COEHP College Council; CIED Promotion and Tenure Committee, 2016-2017; Co-Coordinator, English and Drama/Speech Licensure

**9. Courses**: CIED 5203: ELA Methods 1, CIED 528V: Internship Supervision; CIED 5843: Representations of American Education in Film, CIED 5223: Disciplinary Literacies; CIED 694V:

**10. Publications:**

**BOOKS**

Johnson, L. & Goering, C.Z. (Eds.) (in press, 2016). *Recontextualized: A framework for teaching English with music.* Rotterdam: Sense Publishers.

Jolliffe, D.A., Goering, C.Z., Anderson, J.A., & Jones, K. *The Arkansas Delta Oral History Project: Culture, place, and authenticity* (in press, 2016). Syracuse University Press.

**RECENT ARTICLES/CHAPTERS**

Witte, S. & Goering, C. Z. (2017). Advocacy, humanity, and hope in the face of an education world gone wrong. In Heidi L. Hallman (Ed.) *Innovations in English Language Arts Teacher Education* (pp. 41-60). London, U.K.: Emerald Press.

Goering, C. Z. & Witte, S. (2017). ‘Good’ teacher as predator: Crossing the double yellow lines in *Blue Car.* In Mary M. Dalton & Laura R. Linder (Eds.) *Screen lessons: What I have learned from teachers on television and in the movies* (pp. 115-122)*.* New York, NY: Peter Lang

Holland, N., Wright, G., & Goering, C. Z. (2016). Rooting professional development in student writing: Three practices to support collaborative formative assessment. *Journal of Staff Development.*

Dean, J., Goering, C.Z. & Nutt, T., (2016). Motivating dialogue: When seventh graders own their learning through discourse analysis. *Voices from the Middle, 23*(4), 19-24.

Goering, C. Z. & Strayhorn, N. (2016). Beyond enhancement: Teaching English through musical arts integration. *English Journal, 105*(5), 29-34.

Endacott, J., Collet, V., Goering, C.Z., Turner, R.C., Denny, G.S., Wright, G., Jennings-Davis, J. (2016). On the frontline of CCSS implementation: A national study of factors influencing teachers’ perceptions of teaching conditions and job satisfaction*. Cogent Education.* DOI: 10.1080/2331186X.2016.1162997

Goering, C.Z., Witte, S., Jennings-Davis, J., Ward, P., Flammang, B., & Gerhardson, A., (2015). The ‘Hollywoodization’ of education reform in *Won’t Back Down*. *Journal of Curriculum & Pedagogy, 12*(3), 205-222.DOI: 10.1080/15505170.2015.1067658

Endacott, J.L., & Goering, C. Z. (2015). Assign letter grades to public schools? The danger of the single performance indicator. *Teachers College Record.* Retrieved from: *http://www.tcrecord.org/Content.asp?ContentID=18834*

Matlock, K.L., Goering, C.Z., Endacott, J., Collet, V., Denny, G.S., Jennings-Davis, J., & Wright, G. (2015). Analysis of teacher’s views of the Common Core State Standards and its implementation. *Educational Review.* DOI: 10.1080/00131911.2015.1070333

Holland, N. & Goering, C.Z. (2015). Structure Speaks: User-Centered Design and Professional Development. *Teaching/Writing: Journal of Writing Teacher Education, 4*(1), 48-63. Retrieved from: http://scholarworks.wmich.edu/wte/vol4/iss1/3

Goering, C. Z. & Wei, H. (2014). Playback and feedback: Revelations of an “Encoding, Decoding” analysis of popular songs used in teaching English in China. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(6), 270-277.

Endacott, J. & Goering, C.Z. (2014). Reclaiming the conversation on education. *English Journal, 103*(5), 89-92.

Goering, C.Z., Holland, N., & Connors, S.P. (2015). Anchoring the teaching of argumentative writing units with young adult literature. In J. A. Hayn, J. S. Kaplan, A. L. Nolen, and H. Olvey (Eds.) *Teaching Young Adult Literature: Integrating, Implementing, and Re-Imagining the Common Core.* (pp. 68-77)Lanham, MD: Rowman & Littlefield.

Endacott, J., Goering, C. Z., O’Brien, J. E. (2015). Aesthetic reading and historical empathy: Humanizing approaches to “Letter from Birmingham Jail.” In P. L. Thomas, P. R. Carr, J. Gorlewski, and B. Porfilio (Eds.) *Pedagogies of Kindness and Respect: On the Lives and Education of Children.* (pp. 145-158) New York, NY: Peter Lang.

**Dr. Ginney Norton**

**Program Name: Bachelor of Arts in Teaching SSED**

**1. Faculty name**: Ginney Norton

**2. Education**

2016 Ph.D.: University of Arkansas Curriculum and Instruction

2011 M.Ed.: University of Arkansas Educational Leadership

2005 BS: Missouri Southern State University Education

**3. Academic experience**

University of Arkansas, Assistant Professor, Curriculum and Instruction, Field Experience Coordinator, 2016-present, full time

University of Arkansas, Graduate Assistant/Fellow, Curriculum and Instruction, 2011-2016

Missouri Southern State University, Assistant to the Dean of Business, 2003-2005

**4. Non-academic experience**

Ruth Barker Middle School, Middle School Teacher, I taught Social Studies all 5 years, year four I taught Literacy and Social Studies, Year 5 Science and Social Studies, 2006-2011

Best Buy, Supervisor, I was responsible for the Digital Imaging Department, then of Customer Service, 1998-2002

**5. Certifications or professional registrations**

2005 Certified in Pre-K-4, and 4-8 all content areass

2011 Certified in Administration K-8

**6. Current membership in professional organizations**

College and University Faculty Association (CUFA), National Council of Social Studies (NCSS), American Association of University Women (AAUW), American Educational Research Association (AERA)

**7. Honors and awards**

2014 Outstanding PhD Student Award, University of Arkansas Department of Curriculum and Instruction:

2009 Teacher of the Year Runner Up

**8. Service activities**

2017 UTEB Committee, 2017, Gender Studies Steering Committee, 2017, Academic and Integrity

Board Alternate, 2017 Personnel Committee, 2016 Gender Studies Steering Committee, 2016 Academic

Integrity Board, Spring 2016 UTEB (as a Graduate Student), 2016 CRWP Liaison, 2014 ERZ Adopt a

Classroom

**9. Courses**

CIED 528v: Field Experiences Spring Immersion, CIED 528v Field Experiences Fall, CIED 5022 Classroom Management, CIED 5333 Curriculum Theory, EDST 3223 American Educational History, GNST 2003 Intro to Gender Studies, CIED 5063 Literacies in Education, EDST 3203 Multicultural Education Issues, CIED 5232 Interdisciplinary Studies,

**10. Publications**

* Norton, G.P. (2017). Classroom strategies for reducing gender inequities in history. In E.L. Brown & G. Zong (Eds), *Gender Equity in the 21st Century.*
* Norton, G. (2016). *Verbing History: A Textualist Approach to Gendered Politics in US history*
* *Curriculum* (Doctoral dissertation, University of Arkansas).
* Holland, N., Wright, G.P., & Goering, C.Z. (2016). What student writing can teach us about teaching. *The Journal of Staff Development, 37*(4), 40-43.
* Wright, G. P. & Endacott, J. (2015, In Press, Corrected proof) Historical Inquiry and the Limitations of CCSS. *The Journal of Social Studies Research.*
* Endacott, J., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. *Review of* *Education Pedagogy & Cultural Studies, 37*(5), 414-437.

**Conference Presentations and Workshops**

* Holland, N. & Wright, G.P. Playing with Argument Writing. ARtful Teaching Conference, Annual Conference, April 2016
* Wright, G.P. *Gender as a Category of Historical Analysis*. College & University Faculty Assembly National Conference, November 2015.
* Wright, G.P. *Teaching Political Cartoons Using Dr. Seuss*. National Council of Social Studies, Annual Conference, November, 2015
* Wright, G.P. *Talking About Race in the Social Studies Classroom.* Arkansas Curriculum Conference, Annual Conference, October, 2015.
* Wright, G.P. *Classroom Strategies for Reducing Gender Inequities in History*. College & University Faculty Assembly National Conference, November 2013
* Wright, G.P., *The Holocaust: Connecting Children of the Past to Children of Today*. National Council for the Social Studies Annual Conference, November 2012

**11. Institutional resources dedicated to program support**

*a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).*

The Program Coordinator of Secondary Education, serving at the pleasure of the Department Head of Curriculum & Instruction, will facilitate the implementation of the program in concert with the involved faculty, the Office of Teacher Education, the College of Education & Health Professions, and the Fulbright College of Arts and Sciences. Additional resources for student success will be provided by the Professional Advisors in the College of Education & Health Professions and the Quality Writing Center in the Fulbright College of Arts and Sciences. No additional human, fiscal,or physical resources are needed to implement the program at this time.

*b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed Memorandum of Understanding (MOU) that outlines the responsibilities of each party and indicates the effective dates.*

No courses or support services will be provided by other institutions or organizations.

**12. Implementation Plan**

*a. Describe how the program will be implemented.*

All faculty and coursework needed for program implementation are in place. BAT faculty and general pedagogy faculty along with the Content Area faculty in the College of Arts and Sciences at the University of Arkansas are working closely together to implement the program. Pending approval for implementation in Fall 2018, faculty have in place plans to interact with the 2018-19 Freshman class by attending orientation and working with the Office of Teacher Education to identify students who express an interest in teaching as a career. Faculty will also meet with advisors in the College of Arts and Sciences and in the College of Education and Health Professions to answer questions about advising.

b. *If a current program is being phased out to be replaced with the proposed new program, then indicate how students in the current program will be accommodated*. Not Applicable

**Appendix A: English Education Degree Plan in 8 Semesters**:

***Fall Year One Spring Year One***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **\*ENGL 1013** | **Composition I** | **3** | **\*ENGL 1023** | **Composition II** | **3** |
| **\*MATH 1203 (or Higher)** | **College Algebra** | **3** | **\*Science Core w/Lab** |  | **4** |
| **\*Humanities** |  | **3** | **\*COMM 1023** | **Communication in a Diverse World** | **3** |
| **\*Social Sciences** | **Pre-Req** | **3** | **ENGL 2313** | **Survey of English Lit 1700-1900** | **3** |
| **CIED 1013** | **Introduction to Education** | **3** | **CIED 1003**  **Online** | **Introduction to Technology in Education** | **3** |
| **Total** |  | **15** | **Total** |  | **16** |

***Fall Year Two Spring Year Two***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **\*Fine Arts** |  | **3** | **\*US History** |  | **3** |
| **\*Social Sciences** |  | **3** | **\*Science Core w/Lab** |  | **4** |
| **ENGL 2023** | **Creative Writing 1** | **3** | **ENGL 2013 OR** | **Essay Writing** | **3** |
| **ENGL 2343** | **Survey of American 1** | **3** | **ENGL 2353** | **Survey of American 2** | **3** |
| **CIED/ENGL 2173** | **Literacy in America** | **3** | **EDST 3223** | **American Educational History** | **3** |
| **Total** |  | **15** |  |  | **16** |

***Fall Year Three Spring Year Three***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
|  |  |  | **Elective** |  | **3** |
| **ENGL 3603** | **Topics in Rhetoric & Comp** | **3** | **ENGL 3903** | **Young Adult Lit & Lit Theory** | **3** |
| **ENGL 3743** | **Topics in Brit Lit** | **3** | **ENGL 4303** | **Intro to Shakespeare** | **3** |
| **ENGL 3853** | **Topics in African American Lit** | **3** | **ENGL 3863** | **Topics in Literature of the South** | **3** |
| **CIED 4263** | **Disciplinary Literacies** | **3** | **SEED 4022** | **Classroom Management** | **2** |
| **CIED 4403** | **Understanding Cultures in the Classroom** | **3** | **SEED 3033** | **Classroom Learning Theory** | **3** |
| **Total** |  | **15** |  |  | **17** |

***Fall Year Four Spring Year Four***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **ENGL 4523** | **Studies in Latin/x Lit & Culture** | **3** | **ENGL**  **Or**  **CIED 4023**  **Online** | **Elective**  **Or**  **Survey of Inclusion in Secondary Settings** | **3** |
| **ENGL** | **Elective** | **3** |  |  |  |
| **SEED 4203** | **English Language Arts Methods of Instruction** | **3** | **SEED 4213** | **Issues and Trends in Literacy Instruction** | **3** |
| **CIED 328v** | **Teaching Experiences: Practicum** | **2** | **CIED 428v** | **Teaching Experiences:**  **Internship** | **6** |
| **CIED 4023**  **Online**  **Or**  **ENGL Elective** | **Survey of Inclusion in Secondary Settings** | **3** |  |  |  |
| **Total** |  | **14** |  |  | **12** |
| **Total 120 hrs** |  | **59** |  |  | **61** |

**Appendix B: Curriculum Matrices**

Matrix For Arkansas Teacher Standards

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UA Bachelor of Arts in Teaching** | **Course Alignment with Arkansas Teaching Standards** | | | | | | | | | | | | | | | | |
| CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Standard #1 Learner Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (a) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (b) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (c) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (d) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (e) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (f) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (g) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (h) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (i) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (j) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (k) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| **Standard #2 Learning Differences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (a) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (b) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (c) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (d) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (e) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (f) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (g) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (h) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (i) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (j) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (k) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (l) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (m) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (n) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (o) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #3 Learning Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (a) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (b) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (c) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (d) | x | x | x |  | x | x | x | x | x | x |  |  |  |  |  |  | x |
| 3 (e) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (f ) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (g) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (h) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (i) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (j) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (k) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (l) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (m) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (n) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (o) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (p) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (q) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (r) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #4 Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (a) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (b) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (c) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (d) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| 4 (e) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (f) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (g) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (h) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (i) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (j) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4(k) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (l) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (m) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (n) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (o) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (p) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (q) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (r) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| **Standard #5 Application of Content** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (a) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (b) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (c) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (d) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (e) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (f) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (g) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (h) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (i) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (j) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (k) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (l) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (m) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (n) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (o) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (p) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (q) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (r) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (s) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| **Standard #6 Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (a) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (b) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (c) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (d) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (t) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (u) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (v) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| **Standard #7 Planning for Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  |  |
| 7 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| **Standard # 8 Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| **Standard #9 Professional Learning and Ethical Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (a) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (b) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (c) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (d) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (e) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (f) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (g) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (h) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (i) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (j) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (k) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (l) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (m) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (n) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (o) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| **Standard #10: Leadership and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (a) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (b) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (c) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (d) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (e) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (f) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (g) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (h) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (i) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (j) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (k) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (l) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (m) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (n) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (o) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (p) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (q) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (r) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (s) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |

**Matrix for TESS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B.A.T** | **Course Alignment with Teacher Excellence and Support System** | | | | | | | | | | | | |  |  |  |  |
|  | CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Section I: Framework for Teaching** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| **Domain 1: Planning and Preparation** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.a | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.b | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.c | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.d | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.e | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.f | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 2: The Classroom Environment** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.a |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.b |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.c |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.d |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.e |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 3: Instruction** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.a | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.b | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.c | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.d | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.e | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| **Domain 4: Professional Responsibilities** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.a | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.b | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.c | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.d | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.e | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.f | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| **Section II: Law and Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1. TESS Objectives** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |
| 1.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **2. TESS Teacher Requirements** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **3. Framework for Teaching Design** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **4. TESS Evidence Collection** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **5. TESS Rubric Formula** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **6. Arkansas TESS Teacher Tracks** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **7. Professional Growth Plan** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **8. Mentor Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |

**Matrix for ADE Competencies: English Education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  **7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | |  |
|  | ENGL | ENGL | ENGL | ENGL | ENGL | ENGL | CIED | ENGL | ENGL | ENGL | ENGL | ENGL | ENGL | ENGL | ENGL | SEED 4213 | CIED 428v |
| **1. Reading Foundational Skills** | 1013 | 1023 | 2313 | 2023 | 2013 | 2343 | 2173 | 2353 | 3603 | 3903 | 3743 | 4303 | 3853 | 3863 | 4523 | SEED 4203 | SEED 328v |
| 1.1 |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  | X | X |
| 1.2 |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  | X | X |
| **2. Reading - Literature** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 | X | X | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.2 |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  | X | X |
| 2.3 | X | X | X |  |  | X |  | X |  | X | X | X | X | X |  | X | X |
| 2.4 | X |  | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.5 |  | X | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.6 |  | X | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.7 |  | X | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.8 |  |  | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.9 |  |  | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.10 |  |  | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.11 |  |  | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| 2.12 |  |  | X |  |  | X |  | X |  | X | X | X | X | X | X | X | X |
| **3. Reading - Informational Text** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | X | X |  | X | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 3.2 | X | X |  |  | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 3.3 | X | X |  | X | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 3.4 | X | X |  |  | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 3.5 |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  | X | X |
| 3.6 |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  | X | X |
| **4. Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 | X | X |  | X | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 4.2 | X | X |  | X | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 4.3 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 4.4 | X | X |  |  |  |  | X |  | X |  | X |  | X |  |  | X | X |
| 4.5 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 4.6 | X | X |  |  | X |  | X |  | X |  |  |  |  |  |  | X | X |
| **5. Speaking and Listening** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 5.2 |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  | X | X |
| 5.3 | X | X |  |  | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 5.4 | X | X |  |  | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 5.5 | X | X |  |  | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 5.6 | X | X |  |  | X |  |  |  | X |  |  |  |  |  |  | X | X |
| 5.7 | X | X |  |  |  |  | X |  |  | X | X |  |  |  |  | X | X |
| 5.8 | X | X |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X |
| **6. Language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  | X | X |
| 6.2 | X | X |  |  |  |  | X |  | X |  |  |  |  |  |  | X | X |
| 6.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 6.4 | X | X |  | X | X |  | X |  | X | X | X |  |  |  |  | X | X |
| 6.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 6.6 |  |  | X |  |  | X | X | X |  | X | X | X | X | X | X | X | X |
| 6.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 6.8 |  |  |  | X | X |  | X |  | X |  |  |  |  |  |  | X | X |
| 6.9 | X | X |  | X | X |  | X |  | X |  |  |  |  |  |  | X | X |
| **7. Pedagogy** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 7.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 7.3 |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  | X | X |
| 7.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 7.5 |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  | X | X |
| 7.6 | X | X |  |  |  |  | X |  |  | X |  |  |  |  |  | X | X |
| 7.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 7.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| 7.9 |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  | X | X |

**Appendix C.: Syllabi and Course Descriptions**

Pedagogy Courses: 40 hours

**CIED 1003. Introduction to Technology in Education (Sp, Su, Fa). 3 Hours.**

A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

Syllabus

**CIED 1003: INTRODUCTION TO TECHNOLOGY IN EDUCATION**

**SYLLABUS**

Please see the Course Manual for policy and procedure.

**1. Program Affiliation:** Career and Technical Education

**1.1 Course Number and Title:** CIED 1003: Introduction to Technology in Education

**Prerequisite**: None

**Meets:** Global Campus

**Offered:** Spring, Summer, Fall

**1.2 Professor:** Betsy Orr, Ed.D.

[borr@uark.edu](mailto:borr@uark.edu)

Peabody Hall, Room 315

Telephone: Email Dr. Orr for her cell phone number

Office hours: please email [borr@uark.edu](mailto:borr@uark.edu) for an apt.

**1.3 Textbooks and/or Supplementary Materials**

1.3.1. Course manual (published in Blackboard)

1.3.2. University and instructor library

1.3.3. Curriculum frameworks from the Arkansas Department of Education

1.3.4. Internet resources

1.3.5. Specialty professional organizations

**Supplemental Textbooks**

Ciampa, M. (2014). Security awareness: Applying practical security in your world. Cengage Learning: Boston, MA.

Danielson, C. (2009). Implementing the framework for teaching in enhancing professional practice. ASCD, Alexandria, VA.

Forcier, R. C. & Descy, D. E. (2005). The computer as an educational tool: Productivity and problem solving (4th ed.). Pearson Merrill Prentice Hall: Columbus, OH.

Hartnell-young, E. & Morriss, M. (2007). Digital portfolios. Corwin Press: Thousand Oaks, CA.

Howland, J. L., Johassen, D. & Marra R. M. (2012). Meaningful learning with technology. (4th ed.) Pearson: Boston, MA.

Miller, M. (2010). Google apps. Prentice Hall: Columbus, OH.

Montgomery, K. K. & Wiley, D. A. (2008). Building e-portfolios using powerpoint: A guide for educators. Sage Publications: Los Angeles, CA.

Morley, D. & Parker, C. S. (2006). Understanding computers: Today and tomorrow. (10th ed.) Thomson Course Technology, Boston: MA.

Morrison, G. R. & Lowther, D. L. (2010). Integrating computer technology into the classroom. (4th ed.) Pearson: Boston, MA.

O'Bannon, B. W. & Puckett, K. (2010). Preparing to use technology. Pearson: Boston, MA.

Powell, S. D. (2012). Your introduction to education. Pearson: Boston, MA.

Recesso, A. & Orrill, C. (2008). Integrating technology into teaching. Houghton Mifflin Company: New York, NY.

Richardson, W. (2009). Blogs, wikis, podcasts and other powerful web tools for the classrooms. Corwin Press: Thousand Oaks, CA.

Ryan, K., Cooper, J. M., & Tauer, S. (2008). Teaching for student learning: Becoming a master teacher. Houghton Mifflin Company: New York, NY.

Smaldino, S. E., Russell, J. D., Heinich, R. & Molenda, M. (2012). Instructional technology and media for learning (8th ed.) Pearson Merrill Prentice Hall: Columbus, OH.

Shelly, G. B., Cashman, T. J., Gunter, G. A. & Gunter, R. E. (2006). Teachers discovering computers: Integrating technology and digital media in the classroom. Thomson Course Technology: Boston, MA.

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Stair, R. M. & Reynolds, G. W. (2016). Principles of information systems. Cengage Learning: Boston, MA.

Thorsen, C. (2009). Tech tactics. Allyn and Bacon: Boston, MA.

Vermatt, M. E. (2014) Microsoft office 2013: Introductory. Cengage Learning: Boston, MA.

Watkins, R. (2005). E-learning activities. John Wiley & Sons: San Francisco, CA.

Weixel, S., Fulton, J., Barksdale, K., Morse, C. & Morse, B. (2004). Multimedia basics. Thomson Course Technology: Boston, MA.

Williams, R. & Tollett, J. (2006). The non-designer's web book. Peachpit Press: Berkeley, CA.

Wolber, D., Abelson, H., Spertus, E. & Looney, L. (2015). App Inventor 2: Create your own android apps. O’Reilly Media: Sebastopol, CA

**Internet Resources**

Arkansas Computer Science Frameworks

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/computer-science>

Arkansas Department of Education

<http://www.arkansased.gov/>

Arkansas Department of Career Education (Agricultural Science, Business Education, Family and Consumer Science, Technology Education)

<http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx>

Arkansas Science Curriculum Frameworks

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/science>

Career and Technical Education Curriculum Frameworks (CATE students)

<http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx>

Charlotte Danielson: A Framework for Teaching

<https://danielsongroup.org/framework/>

<http://tpep-wa.org/wp-content/uploads/Danielson-at-a-glance.pdf>

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2011)

<http://tpep-wa.org/wp-content/uploads/the-framework-for-teaching-evaluation-instrument-2011.pdf>

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2013)

[file:///C:/Users/Betsy/Desktop/2013-framework-for-teaching-evaluation-instrument.pdf](file:///C:\Users\Freddie\Documents\Freddie%20Land\BSE%20in%20Education\BAT%20Final%20Document\2013-framework-for-teaching-evaluation-instrument.pdf)

Common Core State Standards

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/common-core-state-standards>

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Curriculum Framework Documents

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

International Society for Technology in Education (ISTE)

<http://www.iste.org/welcome.aspx>

**1.4 Chalk and Wire Policy**

Chalk and Wire is not a required component of this course.

**2. Course Description/Justification**

**2.1 Catalog Description:** A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

**2.2** **Relationship to Knowledge Base**: Basic Level

This course is primarily related to the Scholar-Practitioner Model as one of the basic level courses. The course looks at ways in which technology may be used as a tool to facilitate changes in the way teachers teach and students learn. The course is enhanced with supplemental activities that prepare scholar-practitioners to incorporate new trends in computer technology into the educational settings. Scholar-practitioners will have the opportunity to utilize technology that enhances the instructional process.

**3**. **Goals and Objectives**

**3.1 Goals**

This course is designed to provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar Practitioners.* The scholar practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The scholar practitioner is **knowledgeable, skillful, caring and inquiring.**

*For a copy of the Conceptual Framework document go to the following sit*e:

<https://ep3.chalkandwire.com/ep2_uark/SecureUrlPage.aspx?urlId=55271518&PageId=138178&u=guest&cus=164>

The specific goal is this course is to

3.1.1. Provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

**3.2. Objectives**

Upon completion of this course the student should be able to:

3.2.1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology. (Domain 1: Planning and Preparation, Domain 2: Classroom Environment)

3.2.2. Identify and utilize the types of computer equipment, applications and software needed to enhance curriculum using the Arkansas Curriculum Frameworks. (Domain 1: Planning and Preparation)

3.2.3. Recognize how to access, evaluate, and use information to improve teaching and learning. (Domain 1: Planning and Preparation, Domain 3: Instruction)

3.2.4. Use computer applications and tools to design instruction. (Domain 3: Instruction/ ATS 4)

3.2.5. Implement technology educational materials. (Domain 1: Planning and Preparation, Domain 3: Instruction/ ATS 5)

3.2.7. Identify Internet resources for facilitating learning and emerging technologies. (Domain 1: Planning and Preparation/ ATS 4)

3.2.8. Explore, evaluate and use technology resources (software, tools, etc.) (Domain 1: Planning and Preparation, Domain 3: Instruction / ATS 4)

**4. Student Activities and Experiences**

**Accommodations**

Students with Disabilities: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**Academic Integrity**

The Academic Integrity policy is strictly adhered to in this course. The policy should be reviewed at <http://catalogofstudies.uark.edu/2882.php> The Academic Integrity Sanction Rubric should be reviewed at <http://catalogofstudies.uark.edu/2882.php>

The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http:// provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden**. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

**Collaboration, working with another student enrolled in any section of CIED 1003, or any working with another individual on any of the assignments in this course are strictly forbidden.** All work submitted by students in this class must be expressly their own unique work. Copying any work from another student’s paper is not allowed.

Examples of violations, but not limited to

1. Collaborating with another student or person to work on assignments in this course. One example of collaboration is looking up resources for assignments together, writing assignments together, discussing responses to assignments with another person to obtain additional information.
2. Submitting work as your own when you did not create the work.
3. Submitting work that has been previously offered for credit in another course.
4. Falsification of participation. Having someone else submit your work.
5. Plagiarizing, that is, one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
6. Loaning a copy of your submitted work to another student or person.
7. Substituting your name on another student’s or person’s paper to lead the reader to believe that you created and/or developed the work

**Inclement Weather**

**Inclement weather does not affect online courses.** Due dates do not change because of inclement weather. If a due date needs to be changed because of a **statewide outage** your Instructor will post the revised due date in Blackboard.

For information regarding whether the university is closed or an inclement weather day is declared (please remember, this course is not affected by inclement weather), use the following sources:

* 1. See the inclement weather web site at http://emergency.uark.edu/11272.php
  2. Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
  3. Check voice mail for announcements.
  4. Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
  5. Contact your supervisor.

If the university remains open, no announcement will be made.

*This is an online class; therefore, inclement weather does not postpone due dates. All due dates are adhered to in this course unless the Instructor determines otherwise.*

**4.1. Assignments/Tasks**

Grades for each student will be based on the assignments listed in Blackboard. Directions and grading rubrics for all of the assignments are provided in the Assignments & Rubrics link in Blackboard. The Course Manual and class materials are published in Blackboard. Other assignments will be required as needed and they will be published in Blackboard. Assignments are subject to change as needed.

All assignments require the use of a PC. All assignment directions are given correctly for PC users.

**5. Content Outline (tentative, changes each semester based on the needs of the learners)**

1. 5.1. Goal Statement
2. 5.2. Google News
3. 5.3. Mullins Library
4. 5.4. Google Scholar
5. 5.5. Teacher Tube
6. 5.6. Quizlet
7. 5.7. Jeopardy Lab
8. 5.8. Jeopardy Game Review
9. 5.9. Magazine Cover
10. 5.10. Motivational Poster
11. 5.11. Introduction to Coding
12. 5.12. Coding – Moana: Wayfinding with Code
13. 5.13. Coding – Code with Anna and Elsa
14. 5.14. Design Your Own Business Card
15. 5.15. Using Prezi
16. 5.16. Creating a Personal Blog
17. 5.17. Blogging Boot Camp
18. 5.18. Weebly Web Page, Part 1
19. 5.18. Weebly Web Page, Part 2
20. 5.19. Survey Monkey (fall and spring semesters only)
21. 5.21. Other Assignments as Needed

**6. Evaluation Policies**

6.1. Grades for the course will be based on successful completion of all required assignments **by the due date** **and time**. Grading rubrics, due dates and times and the Course Manual are published in Blackboard. All assignments must be submitted via Blackboard. Submissions are not accepted nor are they graded if submitted via email. Course assignments must be submitted in the correct assignment submission link.

Due dates are strictly adhered to in this course. The only exceptions made are if you are in the hospital or if there is a death in the immediate family. Appropriate documentation must be provided for both. If there is an immediate death in the family please provide the url of the obituary or the funeral program. Hospital document may include admission papers. If your hospital stay is for a scheduled test or surgery you must complete the assignment in advance. Exceptions are only made for emergency surgeries (no advance notice was known by you). Athletes must submit assignments by the due date/time. Because this is an online course all students should be able to meet the deadline and additional time to complete assignments is not a factor in this course.

Any url that is required for an assignment MUST be working correctly by the due date/time. Frequently students will submit the url to the main Weebly, Blogger, Prezi, Teacher Tube, coding or Jeopardy web (those are just examples) site but not the url to the student’s weebly, blog, Prezi, coding or Jeopardy game. This is equivalent to not submitting the assignment. Late submissions are not accepted for full credit. The url must be correct at the time the assignment is due.

Grades are determined in the following ways:

Points allocated on the grading rubrics will be used to grade all assignments.

If one day late you will be allowed to receive half credit. If Blackboard shows that you submitted the assignment after the due date/time you will receive half credit for the assignment. **Having an assignment clear Blackboard at 4:31 PM is considered late.** Anything submitted 24 hours or more after the due date and time will be awarded zero points.

Blackboard will have percentage grades available and updated after each assignment is graded. If you do not see this information please contact Blackboard Help.

Important notes about Blackboard: Blackboard will not show that you submitted an assignment at the time you hit *Submit.* Instead, the time and date provided will be the time and date that it was cleared in Blackboard. Due to server demands on your computer or on the Blackboard server it may occasionally take longer to clear. It is highly recommended that you submit your assignment several hours before they are due; the ideal situation would be to submit your assignment at least 24 – 48 hours before the due date/time. Please read the Course Manual for more information

6.2. Grades will be assigned using the scale below:

A = Distinguished – 100% - 91%

B = High Quality – 90% - 81%

C = Acceptable – 80% - 71%

D = Poor Quality – 70% – 61%

F = Not Acceptable – below 61%

Extra credit will not be provided at the end of this course. Emails asking for extra credit at the end of the semester will not be responded to. Please do your best and adhere to deadlines and you will not be faced with needing a “better” grade.

6.3. Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence. **In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.**

**7. Syllabus Change**

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**CIED 1013. Introduction to Education (Sp, Fa). 3 Hours.**

Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.

Syllabus

**INTRODUCTION TO EDUCATION**   
  
CIED 1013: Introduction to Education: Lecture and Practicum  
University of Arkansas College of Education and Health Professions  
Department of Curriculum and Instruction  
Class Dates and Times:  
@TeachEd\_UA

Instructor: Jennifer Beasley, Ed.D. Email: [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)  
Phone: (office) 479-575-6195 (cell) 479-856-2535 Office Hours: Mondays 1-3:00pm  
REMIND Class Code: @cied10

1. **COURSE DESCRIPTION**: Introduction to Education: Lecture integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. It encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, developing of teaching styles, and new directions in education. The practicum component provides 18 hours field experience designed to give prospective teachers an opportunity to observe and to participate in a variety of school settings. It includes a variety of field-based activities to encourage personal reflection on the profession of teaching. Special focus is given to organization of school systems, effective classroom environments, teaching styles, and new directions in education. Students are provided the opportunity to observe the educational process in two levels, elementary and junior high/middle school or high school. Twelve hours of observation take place in regularly scheduled school settings, and six hours come from alternative settings as explained under “Additional Observations” of this syllabus.

**REQUIRED TEXTBOOK:** THOSE WHO CAN, TEACH by Ryan & Cooper, 14th Edition, 2015, Cengage Learning (Belmont, California): ***MindTAP printed access code*** (MindTAP with ebook ISBN 9781305507630 or MindTAP bundle with looseleaf textbook ISBN 9781305622913)

1. **RELATIONSHIP TO KNOWLEDGE BASE:** Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
3. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3/ TESS DOMAIN 1)
4. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
5. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9/ TESS DOMAIN 4)
6. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10/ TESS DOMAINS 1, 4)
7. Discuss teaching as a profession, including professional ethnics. (InTASC 9, 10/ TESS DOMAIN 4)
8. Identify major historical events and persons who have influenced the progression and development of American education.
9. Differentiate the various educational philosophies that undergird educational practice.
10. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
11. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10/ TESS DOMAIN 4)
12. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
13. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3/ TESS DOMAIN 1)
14. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10/ TESS DOMAIN 4)
15. Descibe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9/ TESS DOMAIN 4)
16. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5/ TESS DOMAIN 3)
17. **COURSE REQUIREMENTS:**
18. READINGS: Students are required to purchase MindTAP, and readings assigned from the textbook and other sources, including electronic sources, must be read prior to the class ssession in which the readings will be discussed.
19. ARTICLE CRITIQUES: This requirement involves reading and critiquing three articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum), not including pages that are filled with graphics or pictures. In order to be current in the field of education, articles should be less than ten years old. Specific instructions for formating a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to <http://owl.english.purdue.edu/> . It is recommended that each student carefully consider the rubric that will be used to grade the article critiques in order to comply with the standards that are set for this assignment.
20. PERSONAL PHILOSOPHY PAPER: Each student will write a formal position paper describing his or her emerging personal philosophy of education. The position paper should portray a philosophy of education as it is related to the educational philosophies and theories studied in class. In addition, in developing the framework for a personal philosophy, the following guiding questions should be addressed:
21. Which philosophy/philosophies of education seem most in line with my own beliefs?
22. Based on my educational philosophy, what do I hope to achieve as a teacher?
23. What events or people have influenced my beliefs about education?
24. What will the learning environment of my classroom look like, based on my philosophy?
25. What historical perspectives also support my philosophical ideas about education? What current research? What of my personal experiences?

\*Other important ideas or questions discussed in class or that are based on personal experiences can be included in the framing of a personal philosophy. It is highly recommended that each student carefully consider the rubric that will be used to grade the personal philosophy papers in order to comply with the standards set for this assignment.

Additional Assignments

1. One Group Project/Final
2. Weekly Quizzes
3. Membership to Educators Rising
4. Attendance

THESE ASSIGNMENTS AS LISTED MAY BE ADDED TO OR ALTERED AT THE INSTRUCTOR’S DISCRETION IN ORDER TO MEET THE NEEDS OF THE CLASS

**V: GRADING**

1. Article Critiques: 3 assigned at 35 points each
2. Group Project/Final: 30 points
3. Philosophy Paper: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. Attendance at the four scheduled observations in area schools= 120 points
6. Notes from the four scheduled observations in area schools = 120 points
7. Completed document identifying where/when the six flexible hours of observation occurred = 60 points
8. Typed reflection based on observation experiences for the six flexible hours of observation = 40 points.

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or Possible Adjustments to the assignments made during the semester

Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

IMPORTANT REMINDER! YOU MUST EARN AT LEAST A “C” FOR THE COURSE TO COUNT TOWARD YOUR DEGREE.

**VI: ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: <http://provost.uark.edu/245.php>. The APA guidelines for citations can be found online through OWL at :http://owl.english.purdue.edu/

**VII. INCLEMENT WEATHER**: All classes are cancelled when the university is closed. For the university weather policy, please see: http://safety.uark.edu/inclement-weather/

**VIII. ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion points. Furthermore, more than one unexcused absence will result in a 10-point penalty on the final class grade. You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.   
In regards to observation days:

1. If you cannot attend a scheduled observation, you must contact your instructor by phone or text at LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.
2. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED OBSERVATION.

1. Notes and reflection papers are due to be turned in and are always due at the very next class.

Makeup Policies: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination.

**IX: STUDENTS WITH DISABILITIES**

Students who have difficulty with learning tasks or with physical issues should contact the Center for Educational Access at: <http://www.uark.edu/ua/csd/>. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**X. EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows and doors.

**Violence/Active Shooter (CADD)**

* **CALL 9-1-1**
* **AVOID- if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.**
* **DENY- Barricade the door with desks, chairs, bookcases or any items available. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by the police that it is safe to come out.**
* **DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and /or defend yourself and others from attack.**

**XI. INFORMATION ON THE ADDITIONAL 6 OBSERVATION HOURS**

1. In addition to the observations at the two public schools, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form and are to write a two page reflection summary regarding these additional observations. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.
2. Students may choose from a variety of observation experiences and must obtain permission from the appropriate officials (principal, teacher etc.) before observing in classrooms or professional meetings such as a Teacher In Service Meeting.
3. The types of observation choices are listed below. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

1. School Board meeting (Count up to one hour)
2. Faculty meeting \* (Count up to one hour)
3. Teacher In-service \* (Count up to one hour)
4. Other professional meetings with prior approval from your Instructor (count up to one hour)

Additional Class Observations \* (No limit-count actual time spent)

1. Special Education\*
2. English as a Second Language (ESL)\*
3. Gifted and Talented\*
4. Reading Recovery (elementary schools)\*
5. Reading Specialist\*
6. Speech/Hearing Impaired Specialist\*
7. Regular Classrooms\*
8. Head Start or Preschool\* (Elementary, Art, Music and P.E. Majors only)
9. Lunch room/playgound\*

Extracurricular Activities (all public schools, not college) You may choose up to 2.

1. Athletic practice\* (count up to 2 hours)
2. Music/choir practice\* (count up to 2 hours)
3. Drama practice\* (count up to 2 hours)
4. Athletic contests (limit of 1 and may count up to 2 hours)
5. Performances (Count up to 1 hour for each observed)
6. Special Assemblies\* (Count up to 1 hour)
7. Field Trips\* (Count up to 2 hours)
8. **PROFESSIONALISM**:
9. While observing schools, CIED 1013 students are to engage in professonial behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.
10. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIP-FLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.
11. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
12. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
13. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
14. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING, PLEASE ABIDE BY THE GUIDELINES.
15. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
16. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
17. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN,WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**
18. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

**CLASS SCHEDULE (Monday Class)**

|  |  |
| --- | --- |
| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 21 (1) | Welcome to UARK - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review syllabus. Assign **Chapt. 1**. Organize Carpools. Introduce concept of Article Critiques. Assign questions p. xxi, why I want to be a teacher, due on the 29th.  READ: Chapter 1 HOMEWORK: Quiz 1 |
| August 28 (2) | What is School For? - Purposes of education (and what happens if we fail!) Do get acquainted activity “its all about me”. Review Practicum guidelines. Update carpools. Assign **chapters 2 & 3**. Next week is Labor Day!  READ: Chapter 2 WATCH: Video Response assignment HOMEWORK: Chpt 2 + Video response |
| September 4 (3) | Labor Day – Class |
| September 11 (4) | 1st observation at Greenland Elementary School  READ: Chapter 3 HOMEWORK: Chapter 3 Quiz, Notes and Reflections from observations are due next week. |
| September 18 (5) | Who are Today's Students? - Changing demographics and diversification in the classroom, inclusivist educational practices. Back on Campus! Complete preparations for writing 1st critiques/ class trip to Mullins.  READ:  HOMEWORK: 1st Article Critique. |
| September 25 (6) | 2nd Observation at Greenland Elementary School. Notes/reflection from last week are due.  HOMEWORK: Notes and Reflections from observation are due next week. |
| Oct 2 (7) | Risk Factors - Generic risk factors, teaching in the low socioeconomic school district and poverty-specific risk factors. 1st Article Critique is due. Class discussion on diversity. Notes/reflection from 9-25 are due today.  READ: Chapter 4 WATCH: Social Emotional Development Video Response HOMEWORK: Chpt 4 Quiz |
| October 9 (8) | Philosophy of Education - B.F. Skinner.  Behaviorist philosophy vs. behavioristic methodology in the classroom & classroom management. SECOND ARTICLE Critique Assigned for Oct 23.  READ: Chapter 5 & 6 WATCH: Choose from 1 of 3 videos on literacy HOMEWORK: Chapter 5 & 6 Quiz; 2nd Article Review Due October 23 |
| October 16 (9) | FALL BREAK On Oct 16-Monday and Oct 17-Tuesday |
| October 23 (10) | SECOND ROTATION begins. Observe at Springdale High School. SECOND ARTICLE CRITIQUE DUE TODAY AND WILL SERVE AS THE MIDTERM!  HOMEWORK: Notes and Reflections from observations are due next week; Third article review |
| October 30 (11) | 2nd observation at Springdale High School. Notes/reflection from 10-26-15 due today.  THIRD ARTICLE CRITIQUE DUE TODAY! Assign **Chapter 9**  READ: Chapter 9 HOMEWORK: Quiz, Chapter 9; Notes and Reflections from observation are due next week. |
| November 6 (12) | Philosophy of Education - John Dewey.  Progressive education, school & social change, democracy in the classroom, pragmatic (activity-based) education. BACK ON CAMPUS! Lecture/discussion of Personal Educational Philosophy/ steps to preparing a philosophy.  HOMEWORK: Choice in Education, Focus Assignment |
| November 13 (13) | Philosophy of Education - Jean Piaget.  Constructivism and cognitive development theory in the classroom. Lecture on concept of educational philosophy. Group work on Philosophy Papers/prepare an outline. Explanation of projects for “final” provided. **Read Chapter 7**.  READ: Chapter 7  WATCH: Choose 1 of 3 technology videos HOMEWORK: Chpt 7 Quiz; Philosophy paper rough draft |
| November 20 (14) | Technology in the Classroom - what drives it?, how is it changing?, how does the teacher cope with it? Continue discussion of educational philosophies. Rough drafts due/ pair share with a classmate.  FYI: Thanksgiving break = Wed Nov 22 and Thur 23 and Fri Nov 24  HOMEWORK: Philosophy Papers final draft |
| November 27 (15) | Characteristics of an Effective Teacher - big questions every teacher must continually ask themselves and reflect on. Philosophy papers due. Begin presentation of final projects. **Read Chapter 8**. Flex Hours Due  READ: Chapter 8 WATCH: Video Case Response HOMEWORK: Chpt 8 Quiz |
| December 4 (16) | Ethical & Legal Issues in the Classroom - Protecting yourself by maintaining a well-documented classroom. Complete final projects. (Guest Speaker) |
| December 11 (17) | Students who elect to take the traditional final will do so on the assigned date of Exam Week. Monday, December 11 during our regular class time. |

**CIED 2173. Literacy in America (Sp). 3 Hours.**

A course that examines the myriad definitions of literacy (and illiteracy) and their connections to issues of social class, occupational status, economic and political structures, educational institutions, cultural organizations, and the media.

**ENGL 2173: Literacy in America**

Hunt Center 146

Thursday 5:00 PM – 7:45 PM

**Instructor**: Dr. Sean Connors

**Office**: Peabody Hall 304

**Mailbox**: Peabody Hall 216

**Office Hours**: Tuesdays and Thursdays 2:00-4:30, and by appointment

**E-mail**: sconnors@uark.edu

**Course Website**: http://seanconnors.net/engl2173/

**Course Description**:

What is literacy, and what is it for? What does it mean to refer to literacy as a social practice? What is the state of adolescent literacy in the contemporary U.S.? These are some of the questions we’ll explore this semester as we examine different definitions of literacy (and, by extension, illiteracy) and interrogate their connections to issues of culture, power, economic and political structures, and social institutions. In doing so, we’ll examine both the social and the cognitive dimensions of literacy, and consider their implications for literacy education as it takes shape in U.S. schools.

**Course Objectives:**

* Students will examine the role that literacy sponsors play in enabling and/or constraining people’s access to literacy. (ATS 9, TESS DOMAIN 4)
* Students will distinguish between literacy events and literacy practices and apply these concepts to explain how people are literate across a range of contexts. (ATS 3, TESS DOMAIN 1)
* Students will examine the role that literacy plays in an affinity space and explore the implications of this for how teaching and learning are traditionally organized in school. (ATS 3, 5; TESS DOMAIN 1, 3)
* Students will compose in a variety of mediums (including print and digital) and publish their work for an authentic audience whenever possible. (ATS 9, TESS DOMAIN 4)
* Students will conduct an independent research study that examines people’s experiences with literacy in the Arkansas Ozark region. (ATS 9, 10; TESS DOMAIN 4)
* Students will participate in critical conversation ns and activities that focus on the assigned readings with the intention of identifying and analyzing issues that concern contemporary literacy educators. (ATS 9, 10; TESS DOMAIN 4)

**Essential Questions**: Our study of literacy will lead us to investigate—and answer—the following essential question: “What is literacy, and what is it for?” As we work together to answer that question, we’ll simultaneously explore the following subset of related questions:

* Is there a crisis in adolescent literacy?
* In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?
* What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?
* How can educators use students’ out-of-school literacy practices to support their developing academic literacy?
* What is the relationship between the place where someone lives and the purpose and value of literacy?

**Required Texts**: (available at *Campus Bookstore* / 616 N. Garland Avenue)

Davis, J. (2014). *Spare parts: Four undocumented teenagers, one ugly robot, and the battle for the*

*American dream.* New York, NY: Farrar, Straus and Giroux.

Rose, M. (2002). *Lives on the boundary: A moving account of the struggles and achievements of*

*America's educationally underprepared*. New York, NY: Penguin Books.

**Note***: The instructor will make the secondary course readings available on Blackboard.*

**Course Policies**:

**Late Assignments**: Late work will be assessed a penalty of 15% (the equivalent of one letter grade) to be deducted from the grade a student would otherwise have earned for an assignment. Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Submission of Assignments**: Unless otherwise specified, written work turned in for evaluation should be typewritten and double-spaced and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy,” which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Classroom Behavior:** Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Mobile Devices**: I have a family and appreciate the importance of having a mobile device available in case of emergencies. Please follow my lead by muting or putting your mobile device on vibrate and monitoring it as infrequently as possible.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Course Requirements**:

**Attendance**: Given the importance of our work, and recognizing that this class meets once a week, your attendance in class is required. If you miss three classes your grade will be lowered by one letter (e.g., “B” to “C”). A fourth absence will lower your grade two letters, meaning that you can earn no higher than a “C”. A fifth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class for any reason, it is your responsibility to e-mail me in advance and let me know. Note*: If a student is tardy three times, it will be counted as an absence.*

**Literacy Sponsors Narrative** (80 points):In *Literacy in American Lives,* Deborah Brandt defines literacy sponsors as “any agents, local or distant, concrete or abstract, who enable, support, teach, and model, as well as recruit, regulate, suppress, or withhold, literacy—and gain advantage by it in some way” (19).This assignment invites you to examine the role that different sponsors have played in supporting your literacy. To structure your narrative, you’ll be asked to examine the role that *local* as well as *global* sponsors have played in shaping your experiences with literacy to date. Questions to consider include: Who has “enabled” or “regulated” your literacy? Who has “recruited” your literacy, and for what purpose? What “advantages” did they stand to gain from doing so? You are welcome to focus on school as a literacy sponsor, though you’ll need to remember that schools are ultimately situated in larger social systems. (**Assignment** **Length**: 5 pages; doubled-spaced, 12-point font)

**Literacy Practices Photo Log and Essay** (60 points): This assignment asks you to document the literacy events and literacy practices that you participate in outside of school during a two-hour period. Having done so, you’ll compose a paper in which you present and interpret your findings. (**Assignment** **Length**: 5-6 pages; doubled-spaced, 12-point font)

**Affinity Space Video Essay**: (80 points) This assignment invites you to consider the uses toward which people put literacy to think and learn in spaces outside-of-school. To complete the assignment, you’ll need to select an affinity space to investigate. Having positioned yourself as a group insider or outsider, you’ll introduce your audience to the affinity space and investigate the ends toward which its members put literacy in the service of interacting with others and building relationships. In doing so, your goal is not simply to document the presence of literacy in the affinity space; *rather, it is to consider how people use literacy in the service of participating and learning in that particular affinity space*. Next, examine the implications of what you learned for literacy instruction. How can teachers draw on what you learned to rethink how they support participation and learning in classrooms? Granted, school is a different space/place than the affinity space you’ll explore. Still, if we pay close attention to how people are participating and learning in affinity spaces, we can ask ourselves if doing the work of teaching in schools would be more appropriate for our students if we adjusted some of our unquestioned principles and practices of teaching and learning in classrooms. After submitting your video essay, you’ll also be asked to critically review a classmate’s video essay.

**“Literacy in Ozark Lives” Project:** (100 points):Building on Deborah Brandt’s concept of literacy sponsorship*,* we’ll conduct a research study in which we’ll collect oral histories from people in the Arkansas Ozark region for the purpose of examining the role literacy plays in their lives. Working with the Shiloh Museum of Ozark History, we’ll recruit prospective participants for our study and interview them about their experiences with literacy. Next, we’ll transcribe our interview data and analyze them for the purpose of: 1) identifying literacy sponsors (local and global) who influenced the participants’ literacy, 2) examining how the participants’ literacy practices evolved in response to social and economic changes in the region; and 3) determining what literacy educators stand to learn from our findings. To present your findings, you’ll produce a video essay that uses audio, video, and still images to convey your interviewee’s story. In addition to sharing our videos with our interviewees, we’ll publish them on a Google map in an effort to “map” literacy in Ozark lives. Please note that we’ll approach this assignment in stages, each of which will account for a fraction of the total points available.

**Grading**: Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (287-320 pts.)

**B** = 80-89% (255-286 pts.)

**C** = 70-79% (223-254 pts.)

**D** = 60-69% (191-222 pts.)

**F** = 0-59% (0-190 pts)

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics To Be Covered** | **Reading Assignments** | **Assignments Due** |
| 1/19 | ***Course Introduction***  **EQ**: What is literacy?  **EQ**: Is there a crisis in adolescent literacy? |  |  |
| 1/26 | ***What is Literacy?***  **EQ:** What is literacy? | **Gee**, “Orality and Literacy”  **Gee**, “The New Literacy Studies”  **Gee**, “What is Literacy?” |  |
| 2/2 | ***Literacy Sponsorship***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Brandt**, “The Sponsors of Literacy” |  |
| 2/9 | ***Literacy Events and Literacy Practices***  **EQ**: What is literacy?  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Barton & Hamilton**, “Literacy Practices”  **Perry**, “What is Literacy?” | **Literacy Sponsors Narrative** |
| 2/16 | ***Multiliteracies and Multimodality***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Olcott & Mahar**, “’Tech-savviness’ meets multiliteracies” |  |
| 2/23 | ***Learning in Affinity Spaces***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gee**, “Affinity Spaces”  **Curwood et al**., “Writing in the Wild” | **Literacy Practices Photo Log and Paper** |
| 3/2 | ***Literacy and Gaming***  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy?  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Steinkuehler**, “Massive Multiplayer Online Gaming” | **Affinity Space Video Essay** |
| 3/9 | ***Teaching Critical Literacy***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Mulcahy,** “The Tangled Web We Weave”  **Janks, “**Critical Literacy’s Ongoing Importance for Education” |  |
| 3/16 | ***No Class*** |  |  |
| 3/23 | ***Spring Break*** |  |  |
| 3/30 | ***Literacy in Working Class Lives (Part I)***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **Guest Speaker**: **Susan Young** | **Rose**, *Lives on the Boundary*, pp. 1-132  “The Smithsonian Folklife and Oral History Interviewing Guide” (available on class website) |  |
| 4/6 | ***Literacy in Working Class Lives (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Rose**, *Lives on the Boundary,* pp. 133-254 |  |
| 4/13 | ***Literate Identities (Part I)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 1-112 | **Complete Oral History Interview** |
| 4/20 | ***Literate Identities (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 112-222 | **Completed Oral History Transcript** |
| 4/27 | ***New Literacies and Youth Civic Engagement***  **EQ:** In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gamber-Thompson and Zimmerman**, "DREAMing Citizenship” | **Presentation of Preliminary Research Findings** |
| 5/4 | ***Presentations of Student Work***  **EQ:** Is there a crisis in adolescent literacy? |  | **Literacy in Ozark Lives Video Essay** |

***Note: The instructor reserves the right to alter the syllabus to accommodate disruptions to the class schedule and other unforeseen issues.***

**CIED 3033. Classroom Learning Theory (Sp, Su, Fa). 3 Hours.**

A survey of the major theories of learning with special emphasis on human learning and implications for education. Prerequisite: CIED 1002 and CIED 1011; or [MUED 2012](http://catalog.uark.edu/search/?P=MUED%202012); or [PHED 1003](http://catalog.uark.edu/search/?P=PHED%201003); or [AGED 1123](http://catalog.uark.edu/search/?P=AGED%201123) and [AGED 1031](http://catalog.uark.edu/search/?P=AGED%201031); and [PSYC 2003](http://catalog.uark.edu/search/?P=PSYC%202003)

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University of Arkansas, College of Education and Health Professions  
Department of Curriculum and Instruction

**CLASSROOM LEARNING THEORY (CIED 3033)**

**Professor:** Dr. Charlene Johnson Carter  
**Office**: Peabody Hall, Room 201  
**Office Phone**: 575-3129  
**E-Mail Address**: [cjohnson@uark.edu](mailto:cjohnson@uark.edu)

**Office Hours:**Tuesday, 3:30 - 5:00pm; Wednesday, 10:00am - 11:30am; or, By Appointment

**Text: Required** Woolfolk, A. (2016) *Educational psychology* (13th ed.). Boston: Pearson.

**Course Focus:**

This is a core course for several educational licensure/degree programs. It is designed to introduce the preservice teacher to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Developmental theories (cognitive, psychosocial, and moral), their cultural and sociopolitical influences, and the implications of these theories and their influences for education are reviewed. Theories of learning and teaching are also examined.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. For a copy of the Conceptual Framework document go to the following site:

<https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178>

**Competencies/Connections to Arkansas Teacher Excellence and Support System (TESS)**

**Upon completion of CIED 3033, students will be able to:**

A. Explain the interactions of students, teachers, and materials in classrooms and the implications of these interactions for classroom environments. ***(TESS Domains 1, 2, 3/ ATS, 3)***

B. Describe contemporary learners along a continuum of characteristics, i.e., socioeconomic status, ethnicity, gender, language, etc., and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future. ***(TESS Domain 1 / ATS 1, 2, 4)***

C. Compare and contrast major theoretical positions on development and learning. ***(TESS Domain 1/ ATS 1, 2)***

D. Identify social (e.g., family structure and socioeconomic status) and cultural (ethnicity, language, and gender) factors that influence cognitive and emotional development, and receptivity to classroom practices. ***(TESS Domains 1& 3 / ATS 1,2,9)***

F. Recognize and articulate how their own personal philosophies and preferences for learning influence their educational practices. ***(TESS Domains 1 & 4 / ATS 9)***

**Areas addressed:**

A. Cognitive and affective dimensions of classroom environments.

B. Major theories on cognitive and psychosocial development.

C. Behavioral and cognitive theories on learning; differences in perception and practice.

D. The application of research to the practice of education.

E. Contemporary learners - differences (cultural, physical and cognitive); influences (media, technology, etc.); and, evolving familial patterns/realities.

F. Varying theoretical positions on teaching and learning, i.e., constructivism, multiple intelligences, etc., and their relevance and implications for learners.

G. Motivation and its implications for learning and classroom practices/environments.

H. Assessment - practices, theoretical foundations, and relevance for instructional practices.

**Course Requirements:**

1. **Class attendance/participation:** A **constructivist approach** is employed in class whereby students are expected to be actively involved in their learning. Students are encouraged to read the material, note any questions or areas where concepts are not fully understood, and raise these questions during the class. However, the readings will **not** be rehashed during class. The focus in class is on students' interpretation and synthesis of the reading material; different dimensions of the issues/ideas will be explored. A variety of learning approaches are used within the class for interpreting and analyzing the material. To maximize the learning, students are expected to attend (absences will be noted), be prepared (completed readings prior to the class in which they are to be discussed), and participate (share ideas/opinions and support/relate them with/to information from readings, articles, etc.).
2. **In-Class Activities/Reflections:** There are several opportunities for students to respond to/reflect on class material during the semester. These responses take varied forms and ***can only be completed during the time or class when given***.
3. **Group Project:** There are two components to this project/assignment, (1) an oral group presentation, and (2) an individual reflective paper.

a. ***Oral Group Presentation***: Students participate in one of several group presentations on course topics identified by the instructor. Each topic is associated with or linked to an area studied within class or within our text. Working with four to six classmates, students research an area of interest within the assigned topic with the goal of **extending or furthering the understanding** of the class on this area. The intent is not to repeat the information from the book but, rather to extend it. Findings are orally presented to the class. The **presentations** are to be 15 to 20 minutes in length.

Presentations are evaluated based on their effectiveness in conveying ideas, clarifying/extending information on the topic, stimulating interest in the topic, answering questions, and integrating group members into the presentation. There will be **one grade** given for the presentation, a **group grade** that will be the same for each group member. A reference list of the resources (articles, chapters, books, etc.) used during the preparation, i.e., researching the issues presented, is an integral part of the presentation. The list is to be written in APA format and submitted the day of the presentation.

b. ***Individual Reflective Paper***: Two parts for this paper include: information from observed presentations of others, and reflections on the process used to complete your presentation. Students analyze and reflect on personal and other group member’s participation (roles and responsibilities) within the group, as well as the process (research, decision-making, etc.) used to develop and implement the presentation. **Papers are to be one to two pages, double-spaced**.

1. **Case Study:** Students analyze a case assigned by the instructor. The analysis focuses on the major players in the case and the issues, explicit and implicit, within the case. For the major players, the roles they play in the case and the implications of these roles for the issues within the case are discussed. For the issues, emphasis is on in-depth examination of what is occurring in the case and why. What is causing the issues within the case? Implications of the major players’ actions for the issues? Inferences regarding the issues and their causes are *supported* by events and actions of the characters within the case. **There is a maximum of three pages, typed and double-spaced, for this paper**.
2. **Classroom Management Philosophy/Design*:*** This paper is submitted at the end of the semester and is the culmination of the course. Included in the paper are your definitions of teaching and learning; your beliefs or philosophy regarding the most important aspect of the classroom to ensure effective management; your classroom design; and the behavioral, cognitive, motivational and assessment techniques you plan to use. **There is a maximum of five pages, typed and double-spaced, for this paper**.
3. **Exams:** There are three exams. The exam experience is a learning tool that gives students a better understanding of how learning occurs.
4. **Field experience:** Students will be assigned to classroom teachers at an elementary school or a secondary school where **they must spend a minimum of twelve hours in the classroom**. Visits to the school and interactions with teachers and students are required. Students are responsible for establishing a schedule with the supervising teacher, maintaining that schedule, and completing duties assigned by the teacher. **Successful completion of field experience (including completion of hours and passing/satisfactory grade from supervising teacher as well as the instructor) is required to pass this course**. (See *Field Experience* handout.)

**Evaluation:**

Assignments will be graded as follows:

In-Class Assignments/Reflections 100

Group Project 150

Oral Presentation 75

Reflection Paper 75

Case Study 100

Classroom Management Philosophy 150

Exams (3@100 points) 300

Field Experience 200

***TOTAL 1000***

Grading Scale: Points Grade

1000 - 900 A

899 - 800 B

799 - 700 C

699 - 600 D

599 & below F

**Expectations**:

Writing is an integral part of the class. Clear articulation, support and analysis of ideas (personal and theoretical) are required. All work submitted for review and evaluation should be professional in appearance and content. Papers are to be typed and double-spaced. Citations and bibliographic references adhere to the APA (6th edition) style of writing.

On the assigned due date, work is submitted. Maximum points earned on an assignment are reduced by 10% for each calendar day that the assignment is late. **Assignments that are more than seven days late are not accepted**. Students are required to attend all group presentations.

Attendance is important and absences are noted. Excessive absences negatively affect grades.

Questions and interactions are a major part of this course and are integral to the learning process.

Students are not compelled or mandated to question and/or respond. Students can ask questions concerning topics studied or class requirements either in class or in the instructor's office. If no questions are asked, the instructor assumes students understand the topics studied and the assignments. **Directly after class is not the optimal time for discussing issues**. Students are encouraged to see the instructor during posted office hours or make an appointment to clarify any concepts or instructions before they become problematic.

**Statement of Academic Honesty**

We will fully adhere to the University of Arkansas Academic Policy as stated in the Student Handbook. “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/](https://exchange.uark.edu/owa/redir.aspx?C=621c4f206e194be9adbf390eb19f4c23&URL=http%3a%2f%2fprovost.uark.edu%2f) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**Inclement Weather Policy**

The class follows the University policy in determining class cancellations. If there is some deviation from this policy, students are notified by email and/or an announcement in Blackboard. Students are encouraged to consult Blackboard for information on class assignments and/or other issues if class is cancelled.

**ADA Statement** “University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).”

* Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a*

*derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior***

***permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (CADD):**

* **CALL-**  9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.

**DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**CIED 4023. Teaching in Inclusive Secondary Settings (Su). 3 Hours.**

This course is designed to prepare pre-service teachers to teach in inclusive classroom settings at the secondary level. Course content will focus on the ways in which exceptionality, specifically focused on high-incidence disabilities and culture, specifically focused on English language learners mediate the learning experiences of secondary level students.

**College of Education  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
Special Education Program  
"Scholar-Practitioner"**

**I. Program Affiliation: Curriculum and Instruction**

**Course Number and Title: CIED 4023 Teaching in Inclusive Secondary Settings**

**Catalog Description:**

This course is designed to prepare secondary teachers to teach in inclusive secondary settings. Course content provides information about the various ways diversity mediates the instructor’s curricular decisions and the learning experiences of secondary-level students. The course content will provide an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States, and strategies for designing and implementing interventions in secondary–level classrooms.

**Instructor: Special Education Faculty**

**II. Relationship to Knowledge Base:**

Basic Level (M.A.T.)  
The Scholar-Practitioner Model at this level provides an introduction to instruction that accommodates diversity and provides a foundation for the developing professional. This course is one of the core courses required of students enrolling in the Secondary M.A. T. program.

**III. Goal:**

The goal of this course is to provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of secondary–level students  
  
**IV. Competencies:**

1. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.
2. Create an inclusive teaching environment that accommodates academic diversity among secondary-level students.
3. Create an inclusive teaching environment that reflects evidence-based inclusive practices
4. Give examples of how to create collaborative relationships and empower communication within a classroom environment
5. Give examples of how to create a responsive social environment conducive to student learning in secondary-level settings
6. Give examples of how to create successful transitions to various educational/community settings
7. Give examples of how to implement and monitor large and small group instruction
8. Give examples of how to implement teaching strategies in the context of specific domains (e.g., reading, writing, spelling, mathematics)

**V. Content:**

1. Understanding the foundations and fundamentals of special education (i.e., an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States)
2. Creating an inclusive environment that supports students with exceptionalities
3. Differentiating instruction for students with exceptionalities
4. Give examples of how to select critical content in designing modifications.
5. Give examples of how to build a learning community in the classroom.
6. Give examples of how to assess and build upon student’s background knowledge when in designing curricula.
7. Give examples of how to implement teaching strategies designed to be responsive to students’ individual differences.
8. Give examples of how to enhance instruction by teaching cognitive and meta-cognitive strategies (i.e., teaching students how” to learn).
9. Give examples of special education policies and procedures

**VI. Evaluation and Assignments**

* Quizzes-Textbook Chapters  (130 points)
* Assignment 1 Textbook Real World Assignment (60 points)
* Assignment 2 My 13th Winter Essay (60 points)
* Assignment 3 My !3th Winter Essay (60 points)
* Assignment 4 Textbook Real World Assignment(60 points)
* Assignment 5 Accessibility Checklist (30 points)
* Assignment 6 Journal Essay(120 points))

Quiz Information: Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.

**This is an option--**you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.   
   
Quiz 1 items will be generated randomly. The time slot is 1-hour.  
  
If the student wishes to take the second attempt, attempt two test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.   
  
The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

**VII. Syllabus Change:**

The professor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**VIII. Grading Scale: Based upon a total of 520 points**

|  |  |
| --- | --- |
| 93%100% | A |
| 85-92.9% | B |
| 77%-84.9% | C |
| 70%-76.9% | D |
| < 70% | F |

**IX. Due Dates:**

Online courses take a lot of commitment and self-direction. Your ability to schedule your time well is instrumental in being successful in this class. You may follow the recommended reading/assignment schedule or work ahead at your own pace. Specific due dates for all work are noted on the syllabus. All assignments must be completed by the date due (before midnight). If assignments are not turned in by the due date the instructor reserves the option to not grade the assignment. Subsequently, you will receive a zero for that assignment.

**X. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**XI. Academic Integrity**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

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*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**XIV. Emergency Procedures**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.     
  
Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

* CALL-  9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building.  Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items.  Move to a place inside the room where you are not visible.  Turn off the lights and remain quiet.  Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:  
Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue.  Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus.  In general, if the  
  
Fayetteville School District has closed the schools, faculty will be unavailable.  For further information, please check www.uark.edu for information concerning campus offices.  University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations.  The University's inclement weather site is updated frequently on the University website.

**XIII. Classroom Behavior**

Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**XIV. Course Resources**

University of Arkansas Mullins Library  
Open Access Computer Laboratories

**XV. Research Base**

**Text(s)/Readings**

**Required texts/readings:**  
Gargiulo, R. M. (2015). *Special education in contemporary society* (5th ed.). Thousand Oaks, CA: Sage.

Abeel, S. (2003). *My thirteenth winter: A memoir*. New York, NY: Scholastic.

**CIED 4403. Understanding Cultures in the Classroom (Su, Fa). 3 Hours.**

This course provides pre-and in-service teachers knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities. Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. Some sections of this course will contain a service learning component.

Syllabus: CIED 4403; Title: **Understanding Cultures in the Classroom**

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

Semester: Fall 2017

Catalog number: CIED 4403**\***

Tuesdays, Time 4:30 pm–7:15 pm | Location: 307 Peabody Hall

First Session: August 22, 2017 | Last Session: TBA

\***Service Learning = 15 hours** (Tutoring: Childers Knapp Elem. School)

|  |  |
| --- | --- |
| **General Information** |  |
| Professor: Kristina (Tina) Howlett, Ph.D.  Office: Peabody Hall 116  Office Hours: Tues. 1:00-4:00; Thurs. 9-12 | Phone: 479.575.7517(office)/479.871.5123 (cell)  Email: khowlett@uark.edu  Please phone or email to arrange appointments outside office hours. |

**I. Program Information: CIED / Program Affiliation: Curriculum and Instruction**

**Course Description:**

CIED 4403: *Understanding Cultures in the Classroom*, provides pre-and in-service teachers with the knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. The course addresses the issues for social justice education through understanding ways that children learn and communicate in their homes and communities. This course includes a 15-hour service-learning component tutoring an English language learner.

Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. The course will lead pre-and in-service teachers through experiences to heighten their own awareness, knowledge base, and skill set with the goal of applying the concepts in classroom and school settings. There will be a particular emphasis on groups traditionally marginalized by the U.S. school system. This course will consider the implications of educating students who, by their presence in schools, create school racially, linguistically, and culturally diverse school environments. Through a service learning practicum, guest speakers, textbook readings, scholarly articles, and guest speakers, we will explore the criticality of multicultural education in a diverse society, and pay particular focus on the development of the multicultural teacher. A merger of theory and applied knowledge (praxis) will be part of the class discussions, journals, assignments, activities you complete, and the questions you ask of yourself and others. A specific goal of this course will be personal racial and multicultural literacy development.

All candidates pursuing degrees in the College of Education and Health Professions are to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

**II. Relationship to Program Tenets and TESOL Standards for P-12 ESL**

This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for English Language Learners (ELLs).

1. Scholar Practitioners are knowledgeable and demonstrate this through *Scholar-Practitioner* ***Tenet One****: One who accesses, uses, and/or generates knowledge*

Teacher candidates will use their textbook, professional journals, and related websites to develop an understanding of how languages are acquired and learned and how contemporary language instruction and assessment is embedded in all content areas. *TESOL Standards 1a, 1b, 4a, & 4b*

1. Scholar Practitioners are skillful and demonstrate this through *Scholar-Practitioner* ***Tenet Two****: One who plans, implements, and models best practices*—Teacher candidates will show their understanding of ELLs by examining how cultural diversity plays a role in planning for student learning and for assessing students in appropriate ways. *TESOL Standards 3a, 3b, 3c, 4a, 4b, & 4c*
2. Scholar Practitioners are caring and demonstrate this through *Scholar-Practitioner* ***Tenet Three:*** *One who understands, respects and values diversity*

Teacher candidates will develop an understanding and respect of ELLs by examining the role of families in schools and how culturally responsive schooling impacts student engagement and success. *TESOL Standard 2*

1. Scholar Practitioners are Inquiring and demonstrate this through *Scholar-Practitioner* ***Tenet Four****: One who is a developing professional and a lifelong learner*

Teacher candidates will examine how language policy has impacted ELL student learning and engagement historically and in contemporary settings and what opportunities and resources are available for their continued learning and growth in the field of TESOL. *TESOL Standards 5a & 5b*

**TESOL Standards**: TESOL

Pre-K-12 <https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2>

1. **Course Objectives (CO):** Upon successful completion of the course, students will be able to:

* 1. Apply the multicultural (MC) education definitions, history, theories, and models of multicultural education to classroom learning and service learning experiences. Understand the various perspectives and issues in MC education and distinguish among theories, techniques, and strategies that are appropriate and effective in a multicultural classroom for the purposes of democracy and equity in schooling.
  2. Assess the characteristics of an effective MC educator, reflect on personal cultural, and design a personal plan. Self-evaluate and develop a self-study incorporating information about cultural identity, and analyze the influence of person cultural identities on teaching and learning. **Gain awareness** by examining themselves as cultural beings through self-critique and reflection;

examine personal prejudices and biases. Exercise open-mindedness and commitment to inquiry and reflection; develop a four step-model for ongoing professional development.

* 1. Write and reflect on the history of the United States from a cultural perspective, understand how the laws that impact members of diverse groups have changed, and what critical laws affecting education have resulted. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. Interrogate beliefs, practices, and policies in schools and society that hinder or advance *multicultural understanding and acceptance.*
  2. Apply MC educational theory and best practices about the academic achievement of diverse learners to develop tutoring experiences to meet the cultural, academic (content) and linguistic (language) needs of English language learners. Integrate strategies and activities, technologies, and culture to enhance tutoring lessons for culturally and linguistically diverse students by capitalizing on the cultural and linguistic backgrounds and experiences of student. **Develop skills** in meeting the needs of diverse populations. Understand the importance of helping students develop attitudes, skills, and abilities needed to learn and work in a multicultural democratic society.
  3. Apply the understanding of others as cultural beings to expand self-awareness and discuss perspectives of case studies (Seeing Differences in Others; Responding to Differences in Others; Ineffective Responses to Cultural Differences in Schools; and Positive Relationships to Cultural Differences in Schools). Attend a cultural event, analyze the event, and reflect on a culture.
  4. Participate in a classroom learning community by self-reflecting on learning through classroom activities, discussions, homework, quizzes, and audio-taped reflections. Develop and articulate a sound philosophical, theoretical, and personal rationale for multicultural education

1. **Assignments (All Grading Rubrics will be on Blackboard).** Students are required to upload their assignments by the due dates, unless otherwise directed by the professor.

1. **Homework Assignments (**4 Total X 25 = 100 point*s*):Directions and rubrics will be posted on BB.

1. **Response Papers** (2 X 40 = 80 points)

1. **Service Learning Component Project** (15 sessions X 15 points = 225 points)

This is a 15-hour assignment tutoring an English Language Learner at an elementary school.

Dr. Howlett will provide specific instructions in class and on Blackboard.

On **Tues, Sept. 12th,** we will meet at Childers Knapp Elementary School, instead of the U of A.

**Journals (Binders)**

These on-going journals, hand-written or typed notes and audio-reflections, will allow you to capture your growth as a multicultural educator through the lens of multicultural education in your service learning experience**. Dr. Howlett will provide directions in class.**

* 1. **Log**: In your log, you will keep a record of the dates and times of each tutoring session.
  2. **Journal:** (The binder is to keep your tutoring ideas and notes and/or copies of student work.
  3. **Audio-Reflections (15)**: After each tutoring session, you will produce an audio reflection (3-5 minutes in length) about your thoughts, feeling, and beliefs about each tutoring experience. For each Audioreflection, you will state your name, the date, and time of the tutoring session. Your will post these audio-recordings three times on Blackboard in the assignment section.
  4. **Integration of Technology**: At least 3 sessions should integrate technology with documentation of how technology was used to incorporate topics/issues related to the course. (Teacher and/or student use).

1. **Cultural Event Attendance or Community Service and Presentation (A): 50 Points**

**AND Cultural Interview and Presentation (B): 50 Points** (Sign Up in Class for a Presentation Date)

**A. Cultural Event Attendance (or Community Service) and Presentation (See Pg. 185 for general guides; Dr. Howlett will provide final guidelines and will review the rubric in class)** Many of our international students hold cultural events open to the entire student body. Many will make presentations about their homeland, food, clothes, religion, family life, government, and schools. Plan to attend **at least one** (2+ hours) such cultural celebration and share the experience with your classmates in this class. For more information about UAF cultural events, check these links:  [or](http://iss.uark.edu/) [http://comp.uark.edu/~ictweb/.](http://comp.uark.edu/~ictweb/)  **Our August 22nd guest speakers will provide resources.**

You may attend extended cultural events from this culture such as a religious rites or rites of passage celebrations that bring people together in ways to express their ideas, traditions, and values. **If you would like to participate in a community service project such as assisting at a citizenship workshop, tutoring an adult or another topic related to our class, please obtain the instructor’s approval.**

* + Provide **a 10-15 minute PPT or Prezi Presentation** of the event attended
  + Provide contact information (especially) website information, the goal of the event, and the name of the sponsoring organization
  + This project may be conducted by an individual or a partner (no more than 2 students per group)
  + Please sign up in class for the week that you would like to present

B. **Cultural Interview and Presentation: Learning About Another Person’s Culture** (50 points)

**Purpose/Rationale**: Learning about other cultures, perspectives, and worldviews is critical to becoming a multicultural educator. In this assignment, you will have the opportunity to learn about another culture by reading about and then interviewing a person from this culture.

**Directions:**

* 1. Identify a person from a culture that is different to yours. **Select a person who you do not know**. Research various sources (Internet and library) to gain background knowledge about this person's culture. You should read at least three (3) different and credible readings. Summarize key findings from the readings (approximately one page, using bulleted format) citing sources appropriately and listing full references at the end of your summary.
  2. Review the handout [Questions to Guide You in Learning About a Person's Culture.](http://www.d.umn.edu/~hrallis/courses/1100sp04/assignments/learn_cultures_qs.html) Select 8-10 of these questions (more if you want, but choose at least 8) plus add any other questions that you would like to ask. Develop a written set of interview questions that you plan to use in your interview. You may conduct a semi-structured interview, which means that you do not need to ask all the questions or ask them in the order you have them listed. You will find that if you use open-ended questions they lead to other questions based on the person's response.
  3. Interview a suitable person using the questions you have prepared and draw on your background knowledge from your research.
  4. Interview the person. Although it is useful to take notes in the interview and/or tape record the interview, you need to be sensitive to how the person may react if you do this, and how it will influence you if you are taking notes as you do the interview (**for this reason it is useful to do this assignment in pairs, preferably with a colleague from our class, so one of you can write while the other asks questions**).
  5. Analyze the responses from the interview and present a summary of your findings. This may be in the form of:
     + a written essay (4 pages double spaced).
     + an illustrated essay (with photographs/pictures/drawings. Example: If appropriate and with permission, you may take photos of the person and where they live, pictures of the person's home/work place/environment/artifacts from the person's story; you may scan in pictures the person has shared with you, or you may draw your own pictures to illustrate points in your story.)
     + a story written from the perspective of the person you interviewed (4 pages double-spaced).

**What you should turn in:**

* 1. Summary of research findings from at least 3 credible sources (approximately one page, using bulleted format.) Cite sources appropriately and listing full references at the end of your summary.
  2. List of the questions you *planned* to ask in the interview, noting which ones you *actually* ended up asking (and adding in any others that you included impromptu during the interview).
  3. Analysis of the interview (in essay, illustrated essay, or story form). (Adapted from E. Lynch & M. Hanson (1998) *Developing Cross-Cultural Competence)*

1. **Quizzes (10 x 10 points=100 points)**

The quizzes (multiple choice) will be covering the material from the assigned readings. The quizzes will be on Blackboard and are due on Sunday, midnight.

1. **Application Projects**

**Part 1:** **Textbook Critique (Individual or Partner Project) and Presentation (30 points)** Alone or with a partner, select a textbook (or a children’s book) from the subject and grade level that you would prefer to teach and screen the book for evidences of multiculturalism or the lack of multiculturalism in the presentation of content. Narrow down the textbook to one class lesson and present your finding to the class **(10 minutes).**

○ If you find faults or weaknesses, how might you change the lesson materials to recognize the needs of all of your students?

○ If you find strengths or specific efforts to recognize cultural differences within a classroom, demonstrate how the textbook made that effort.

**Part 2:** **Curriculum Development & Lesson Plan Design and Presentation (30 points)**

**(Individual or Partner Project**

For this project, you will prepare and present a lesson in the subject and grade level that you would prefer to teach. Your lesson design poster presentation should:

* + Indicate which multicultural course perspectives that the lesson was designed to address and how the lesson addresses those perspectives.
  + Describe no less than 2 key course perspectives in this project.
  + Provide clear examples of how your activity addresses these key perspectives.

***Note:*** You will provide a ***5-minute poster presentation*** *to your classmates of your lesson design.*

1. **Reflective Personal Development Paper (**70 points: Due the last day of class).Directions will be on BB and reviewed in class.

1. **Participation and Attendance** (15 classes X 10 points = 150 points)

All students are to attend each class and actively participate in large group, small group, and individual discussions and activities.

Participation and attendance are crucial. Students are to attend all classes, read the assigned reading before the class starts, and reflect and contribute in class discussions. Students are expected to be in class on time and remain throughout the entire class. Attendance will be taken at the beginning and at the end of every class period. If you are not available when attendance is taken, you may lose an attendance point, unless you are authorized by the class instructor or have an excused absence.

1. **Final Exam:** (80 points-Date TBA)

1. **Evaluation Policies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Total Points** | **Percentile** | **Objectives** |
| 1. Homework # 1 – 4 (25 points each) | **100** | **10** | **1.1; 1.3; 1.6** |
| 2. Response Papers (2 X 40 = 80) | **80** | **8** | **1.1; 1.3; 1.6** |
| 3. Service Learning Assignment: Tutoring and Audio-Reflections (ongoing) 15 hrs. X 15 | **225** | **24** | **1.1; 1.4** |
| 4. Cultural Event & Interview Project (2) | **100 (50 each)** | **10** | **1.5** |
| 5. Quizzes (10 X 10 points each) | **100** | **10** | **1.1; 1.6** |
| 6. Application Projects: Textbook  Critique/Analysis and Lesson Plan Design (2) | **60 (30 each)** | **6** | **1.1; 1.5** |
| 7. Reflective Personal Paper (1) | **70** | **7** | **1.1; 1.2** |
| 8. Participation and Attendance (15 X 10) | **150** | **15** | **1.1; 1.6** |
| 9. Final Exam (1) | **80** | **8** | **1.1; 1.6** |
| **Total** | **965** |  |  |

1. **Required Text and Materials**

**Text:** Howe, W. A., & Lisi, P. L. (2017) *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-4833-6505-3. Second Edition. **Bring your textbook to each class.**

The free, open-access Student Study site at [http://study.sagepub.com/howe2e f](http://study.sagepub.com/howe2e)eatures web quizzes, web resources, and more.

**Recommended resources for additional exploration:**

**Videos**

* + Geneva Gay, *Culturally Responsive Education*
  + Lee Mun Wah, *Color of Fear*
  + Robert McNeil, *Do You Speak American?*

1. **Grading Scale**

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

1. **ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion/participation points. **Furthermore, more than one unexcused absence will result in a 10point penalty on the final class grade.** You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.

In regards to tutoring day:

1. If you cannot attend a scheduled tutoring session, you must contact your instructor by phone or text at

LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.

1. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED TUTORING SESSION:

**Makeup Policie**s: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination. It is prohibited to submit an assignment that you have submitted or will submit for another course.

**Cell Phone Policy and Usage**: Please **turn off your cellular phones** upon entering the classroom and **put them away.** If you have an emergency situation and must put your phone on vibrate, please inform Dr. Howlett BEFORE class explaining the situation. You must leave the classroom to use your cell phone. During some classes, cell phones & other electronic devices will be used as a learning tool (Kahoot, Poll Everywhere, etc.)

* 1. Computers or tablets, **NOT cell phones**, may only be used in class to access online reading material related to the course content. No social media, e-mailing, or texting, etc. is allowed during class time. If you are in violation of the cell phone and technology policies, points will be deducted from your participation/attendance. Please be present and mindful others by focusing on your work and listening while others are speaking.
  2. During all forms or participation, please keep in mind the following ground rules: 

Listen actively and thoughtfully – consider perspectives different from yours.

* + - Speak from your own experience or from the readings—avoid interpreting for others.
    - Respectfully challenge others’ ideas: refer to the ideas; -- do not attack the person

**VI: ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: [http://provost.uark.edu/245.php.](http://provost.uark.edu/245.php) The APA guidelines for citations can be found online through OWL at :http://owl.english.purdue.edu/

I expect, and will enforce, a strict policy of academic honesty. Students who engage in plagiarism (from books, articles, the Internet etc.), or other forms of academic dishonesty, will be reported.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/ S](https://exchange.uark.edu/owa/redir.aspx?C=3afdc57dca6f460d98da7260776e1894&URL=http%3a%2f%2fprovost.uark.edu%2f)tudents with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” SafeAssign will be used to detect plagiarism. If SafeAssign indicates that your level of copied material is greater than 10%, the instructor will closely examine the evidence for plagiarism AND all cases will be reported to the department for academic dishonesty.

**Center for Educational Access:**

“University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).”

**Inclement Weather Policy:**

Classes will be cancelled if the University closes. For detailed information, go to http://provost.uark.edu/185810.pdf

**Students with Disabilities**

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**Inclement Weather Policy:**

Classes will be cancelled if the University closes. For detailed information, go to http://provost.uark.edu/185810.pdf

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. **A. Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors **B. Violence / Active Shooter (CADD):**  o CALL- 9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**XII. PROFESSIONALISM at School Sites**:

A. While completing service learning in schools, CIED 4403 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.

# B. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO

TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIPFLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.

1. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
2. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
3. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
4. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING; PLEASE ABIDE BY THE GUIDELINES.
5. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
6. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
7. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN**

**EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN, WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**

1. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

***Note:*** *The syllabus may change at the discretion of the instructor. Changes will be announced in class and/or via Blackboard.*

**EDST 3223. American Educational History (Sp). 3 Hours.**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, parochial schools, arising out of the schooling conflict of the 1880's. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time. Prerequisite: [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113) or instructor consent for non-EDSTBS majors. HISTBA or AMSTBA may waive [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113)

**University or Arkansas**

**College of Education and Health Professionals**

**Department of Curriculum & Instruction**

**Educational Studies**

**EDST 3223**

**American Educational History**

**Instructor**: Dr. Rhett Hutchins

**Office**: 119 Peabody Hall

**Office Hours**: By Appointment in Summer

**Phone**: 479-575-5561 (office) / 479-310-7733 (google)

**Email**: rjhutchi@uark.edu

**Course Number & Title**: EDST 3223 - American Educational History

**Class Time & Place**: MTTh 9:15 – 10:20 AM - Grad Ed 229

**Required Text**

*American Education: A History, 5th Edition* (2013) by Wayne Urban & Jennings

Wagoner (978-0415539135) Routledge

*The School in the United States: A Documentary History* (2014) by James Fraser

(978-0415832472) Routledge

**Additional Reading**

Additional readings maybe posted to Blackboard throughout the duration of the course.

**Course Goals**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become public school structure, as well as, the second systems of American schools, particularly parochial Catholic schools.

**Course Description**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, private/parochial schools arising out of the schooling conflict of the 1880’s. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time.

**Course Objectives**

Upon completion of this course, students will be able to:

1. Establish the historical linage resulting in the modern school structure in American society.
2. Examine the influences of notable American figures on the development of schooling: Benjamin Franklin, Thomas Jefferson, Benjamin Rush, Noah Webster, Horace Mann, Catherine Beecher, Fredrick Douglas, W.E.B. DuBois, Booker T. Washington, John Dewey, Margaret Haley, George Counts, John Holt, Jonathan Kozol, and post-1990’s educationalist.
3. Understand the influence of differing social, political, cultural, ethnic, and religious factors upon the ideas and practice of schooling across the time periods from the late 1600’s to 2000’s.

**Instructor Expectations**

* All students will work to the best of their abilities.
* All students will communicate orally and in writing.
* All students will think analytically and produce original work.
* All students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals.

**Attendance Policy**

Attendance and active participation are essential for understanding the course content as well as engaging in the learning process with others. As a member of a learning community and a pre- professional educator, it is expected that you demonstrate responsible attendance; arrive punctually for class; actively anticipate in class sessions; and schedule all appointments (medical, work, etc.) at times other than class times.

As this course is based on student-lead discussion, no more than 3 absences are permitted during the semester. A forth absence will result in a “WF” from the course. Any absence from class (excused or unexcused) will be counted as an absence unless a department of the University of Arkansas excuses it for official university business.

If there are extenuating circumstances that impact your attendance, it is your responsibility to immediately contact me to discuss the situation. For prolonged attendance conflicts, such as medical issues or loss of a family member, please contact the Dean of Students Office or the Division of Student Affairs at the University of Arkansas.

**Religious Absences**

If you will be participating in any religious observations during the course of this class, please provide me with a list of dates as well as the religious observation being observed before the end of the first week of the course. Most Judeo-Christian (Protestant, Catholic, Orthodox Christian & Jewish, and Reformed Jewish) religious observations are on the standard calendar and are recognized by myself. I am aware of many Islamic, Hindu, and Buddhist religious observations as well, but they are not lodged in my consciousness. Religious observations will not count against the course attendance policy as long as assignments are made up. Participation may be made up via a reflective journal detailing the religious significance and the promotion of religious education experiences.

***Summer 2016 Religious Holy Days***

Ramadan (Beginning) – June 6 (Monday)

Shavouth – June 12 (Sunday)

Laylat al-Qadr – July 1 (Friday)

Eid al-Fitr – July 5 (Tuesday)

**Course Management Software**

The course is supported by Blackboard course management system. Blackboard provides the home base for this course. I will use Blackboard to communicate with you, to provide you with course materials, including course syllabus, handouts, PowerPoint slides, and assignments. Blackboard also provides you with a meeting place for your group so you will be able to meet online as well as in person. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is https://learn.uark.edu/. You should access this page regularly for the latest announcement and course activities.

**Accommodations for Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access contact (479) 575–3104 or visit http://cea.uark.edu for more information on registration procedures.

**Academic Integrity**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy” which may be found at http://provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

This course requires a research paper submitted at the end of the grading period which will be processed through Safe Assign plagiarism software used by the University of Arkansas.

**Equal Treatment**

The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

**Inclement Weather Policy**

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University‚s closing are given to the University‚s radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University‚s website, voicemail, or by dialing 479-575-7000

**Changes to the Syllabus**

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

**Professionalism**

Students are required to maintain professional decorum during class. Cell phones and other non-approved electronic devices must be turned off and out of sight during class. iPads, tablets, and laptops will be permitted in class. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class. If a call is of an emergency nature, leave the room.

**Grading Scale for Educational Studies Course**

A = 90% - 100% Outstanding achievement, earned by a relatively small number of excellent scholars

B = 80% - 89% Good achievement

C = 70% - 79% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Assignments**

*Assigned Discussion Leadership – 20%*

Each student (or pair of students) will lead discussion over their assigned topic/chapter, twice, during the semester. As discussion leader, it is your duty to lead the discussion for the entirety of the class period. Prior to your assigned day [6 pm the evening before], you must email an outline of your discussion and topical question to the instructor.

*Daily Discussion Productivity/Participation* – 40%

Active discussion is required in this historical discussion course. With a very small class size, 15-20 students, engagement with material between readers is highly sought.

*Historical Issue Research Paper* – 40%

Select an issue of historical educational importance and research it’s development or lasting effects covering three major time periods/frames. Timeframes maybe consecutive or disparate, but approval must be given from the instructor.

Topic Due Date – June 24, 2016

Annotated Bibliography – July 1, 2016

Paper Due Date – July 21, 2016

Assignment should be submitted following the APA 6th style. Average assignment length is 10-12, single spaced pages. Minimum of six academic sources required. Course texts may be used, but are not considered in the minimum requirement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading For Class | Topics in Class | Work Due |
| Tuesday, May 31 |  | Syllabus |  |
| Thursday, June 2 | Urban & Wagner – Chapter 1  Fraser – *Virginia Council; Virginia State on the Education of Indian Children Held Hostage; The Speech of Red Jacket, the Seneca Chief* | Native American & Early Colonial Education | Tanner & Dalton present |
| Monday, June 6 | **No Class** |  |  |
| Tuesday, June 7 | Urban & Wagner – Chapter 2 | Colonial Education | Dr. Hutchins |
| Thursday, June 9 | Fraser – *South Carolina Statute on the Conversion of Slaves to Christianity; A Missionary Report from Mr. Taylor to the Society in North Carolina on the Baptism of Slaves; Enquiries to the Governor of Virginia; Massachusetts’ Old Deluder Satan Law; The New England Primer* | Colonial Education | Dr. Hutchins |
| Monday, June 13 | Urban & Wagner – Chapter 3 | Early American National Education | Dr. Hutchins |
| Tuesday, June 14 | Fraser *– A Bill for the More General Diffusion of Knowledge; Thoughts upon Female Education; On the Education of Youth in America; The American Spelling Book* | Early American National Education | Dr. Hutchins |
| Wednesday, June 15 | Urban & Wagner – Chapter 4 | The Common School Movement | Chandler & Darion present |
| Thursday, June 16 | Fraser – *The Northwest Ordinance; Mann’s 10th & 12th Annual Report; An Essay on the Education of Female Teachers for the United States; Petition of the Catholics of New York; Stowe’s Report on Elementary Public Education* | The Common School Movement | Henry & Meshell present |
| Monday, June 20 | Urban & Wagner – Chapter 5 | Race & Education, Part I | Felicia & Becca present |
| Tuesday, June 21 | Fraser – *The Desegregation of Boston Public Schools; The Narrative Life of Fredrick Douglas; The Journal of Charlotte Forten; The Future of the American Negro; The Soul of Black Folk* | Race & Education, Part I | Dalton & Tanner present |
| Thursday, June 23 | Urban & Wagner – Chapter 6;  Fraser – *National Education Association Report on the Committee on Secondary School Students* | The Modern School System Begins | Craig & Dalton present  **Research Topic & Periods Due (Friday)** |
| Monday, June 27 | Urban & Wagner – Chapter 7;  Fraser – *Adolescence; Why Teachers Should Organize* | Progressive Era Education | Taylor & Henry present |
| Tuesday, June 28 | Fraser – *A Policy of Industrial Education; Vocational Education; Education v. Trade Training; Isolation in the School; The School & Society* | Progressive Era Education | Madison & Andrea present |
| Thursday, June 30 | Urban & Wagner – Chapter 8  Fraser – *Cardinal Principles of Secondary Education; National* Intelligence Test | Completing the Modern School System | Donna & Darion present  **Annotated Bibliography Due (Friday)** |
| Tuesday, July 5 | Fraser – *The Problem of Indian Administration;*  *The Asian Experience in California; American Me; Teaching Children of Puerto Rico Background in the New York City Schools* | Race & Education, Part II | Chandler & Meshell present |
| Thursday, July 7 | Urban & Wagner – Chapter 9 & 10 | Depression & War on Education | Donna & Andres present |
| Monday, July 11 | Fraser – *The American High School Today; Dare to Build a New School Order?; Sputnik & Science Education; Education for All Children* | Depression & War on Education | Danielle & Taylor present |
| Tuesday, July 12 | Fraser – *Ready from Within; Brown v. Board of Education; How Children Learn About Race;* | Race & Education, Part III | Dr. Hutchins |
| Thursday, July 14 | Urban & Wagner – Chapter 11 & 12 | Equity & Equality in Education | Tayler & Madison present |
| Monday, July 18 | Fraser - *36 Children; How Children Fail; Death at an Early Age; Elementary & Secondary Education Act; Title IX;* | Equity & Equality in Education | Becca & Felicia present |
| Tuesday, July 19 | Fraser – *Engle v. Vitale; Tinker v. Des Moines; Lau v. Nichols* | Legal Education Cases | Danielle & Tayler present |
| Thursday, July 21 | Fraser – *A Nation at Risk; The Disuniting of America; The Manufactured Crisis; No Child Left Behind; Leaving NCLB?; NCLB & the Effort to Privatize Public Education* | School Choice | Craig & Dalton present  Final Paper Due |

**CIED 4022. Classroom Management Concepts (Sp). 2 Hours.**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

**Department of Curriculum and Instruction**

**Classroom Management Concepts**

**SEED 4022**

Instructor: Kevin McKinley Meeting Place: PEAH 309

Email: mckinley.kevin31@gmail.com Meeting Time: 5:30 pm-8:00

Course Purpose

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager.

Student Outcomes

At the conclusion of this course, the students will be able to:

* Describe the importance of classroom management to the learning process: TESS Domains 1 & 2, ATS 3 & 5
* Implement appropriate classroom rules and procedures: TESS 2; ATS 3
* Recognize and utilize appropriate disciplinary interventions: TESS 2; ATS 3
* Implement a variety of classroom management strategies: TESS 2: ATS 3
* Reflect on their efficacy as a classroom manager: TESS 4; ATS 9

Required Texts

* Marzano, R.J., Marzano, J.S, Pickering, D.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.
* Other selected readings provided by email or in class by instructor

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

Academic Dishonesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Course Requirements

This course is designed to accompany the secondary internship in that what students experience in the classroom is often directly applicable in the concurrent internship experience. Keeping this in mind, the course has been designed to encourage the development of advanced instructional techniques and the assignments that are designed to translate directly to the classroom will hold the most weight in your final grade. Additional information will be provided for these assignments at the appropriate time.

Grade Scale:

100-90 – A

89-80 – B

79-70 – C

69-0 – F

**Late Assignments will be penalized 10% *per day* late.**

* Philosophy of Classroom Management (CMP) 20%
* In-Class Performance Assessments 4 @ 10% each 40%
* Presentation 20%
* Final Exam 20%

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TOTAL 100%

Philosophy of Classroom Management 20% of Final Grade

An 800-1000 word description of your personal philosophy on classroom management. See assignment handout for details.

In-Class Performance Assessments 4 @ 10% each 40% of Final Grade

Tasks completed in class that will evaluate your understanding classroom management.

Presentation 20% of Final Grade

Group presentation of one of the discipline models from the text. See assignment handout for details.

Final Exam 20% of Final Grade

**CIED 4063. Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp). 3 Hours.**

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**Disciplinary and Interdisciplinary Literacies in Education**

**SEED 4063**

Instructor:

Office:

Office Hours:

Course Purpose

**Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp).** This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application.

Required Textbook

Fisher, D., & Frey, N. (2012). *Improving Adolescent Literacy: Content Area Strategies at Work* (4th ed.). New York, NY: Pearson.

Hinchman, K., & Sheridan-Thomas. H. (Eds.). (2014). *Best Practices in Adolescent Literacy Instruction* (2nd ed.). The Guilford Press.

Other readings provided by the instructor (access on Blackboard)

Student Outcomes

At the conclusion of this course, the students will be able to:

* Discuss the role of literacy instruction in content area classrooms.
* Analyze the role of the content area disciplines in the Common Core State Standards for ELA and Literacy
* Integrate appropriate strategies for literacy instruction with content area instruction. TESS 3
* Define and describe the nature of discipline specific literacy for their content area.
* Investigate and utilize appropriate discipline specific literacy skills for their content area. TESS 3
* Evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core.

Arkansas Standards for Beginning Teachers

At the conclusion of this course, students will have made progress in *knowledge, dispositions and performance* towards:

* Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
* Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
* Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component of a course designed to help you develop into a teaching professional. It is expected that you will attend all class meetings. If you need to be gone, please notify me ahead of time. If attendance becomes an issue, we will need to meet to best determine how you will be able to successfully complete the course requirements.

Blackboard

Course materials and additional readings can be accessed through Blackboard at <https://learn.uark.edu/>.

Students with Disabilities

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Academic Dishonesty

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Course Requirements

This course is designed to improve your abilities as a content area teacher. As such, the course requirements include opportunities for you to prove your mastery of literacy strategies through weekly inquiry-based assignments, a lesson plan that integrates literacy strategies, and a project-based investigation of discipline specific literacy skills. As with other courses in the MAT program, your participation in this course is encouraged, expected and evaluated.

Grade Scale:

200 - 180 – A

179 - 160 – B

159 - 140 – C

139 - 120 – F

* Weekly Inquiry Assignments
  + 8 Assignments x 10 pts. each 80 points
* Reflections (4) 20 points
* Discipline-Specific Literacy Group Project 70 points
* Blackboard Discussions 20 points
* Attendance and Participation 10 points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL 200 points

Weekly Inquiry Assignments 40% of Final Grade

Each week we will address a specific inquiry into content area literacy. You will be expected to complete an inquiry assignment in your own classrooms each week. These will ask you to examine your own teaching practices, design and implement literacy strategies, analyze your students’ needs, and reflect on your own learning as a teacher. Class will begin each week with discussion of your findings and experiences with each assignment over the course of the previous week. To prepare for these assignments and the discussion that will follow, please skim the extended readings that accompany each inquiry. Consider the ways in which the presented literacy strategies work in your specific content area. We will also spend time each class period introducing the following week’s inquiry assignment.

Reflections 10% of Final Grade

You will have a total of four reflections throughout the semester. You will be asked to reflect on specific experiences as they relate to the pedagogical methods you have learned, the pedagogical processes you are encountering, and the metacognitive aspect of your classroom experience as it relates to your own educational knowledge and background.

Discipline-Specific Literacy Group Project 35% of Final Grade

Is it literacy in the content area or content area literacy? What’s the difference? Along with other members of your group, you will investigate, evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core. More information for this group project will be provided at the appropriate time.

Blackboard Discussions 10% of Final Grade

Additional readings supplied by the instructor will require students to post responses on Blackboard discussion board.

Attendance and Participation 5% of Final Grade

Teaching is not a profession that allows you to show up whenever you want and participate as much as you want. Being a teacher means that more than 100 students will be looking to you for guidance and new knowledge *every single day.* They show up even if you don’t. Likewise, these students will learn very little if you do not actively engage them. My expectation for you is no different in this class. I expect you to be here whenever humanly possible, and I expect you to engage in your learning. In return, I promise to be here to provide guidance and help you to construct new knowledge. You have a total of 3 absences that will go unquestioned. Once a 4th absence occurs, your grade will be lowered by one letter grade for the course. Meaning if you complete the course with a B and you miss four or more times, your grade will be lowered by one letter grade and so forth for each day missed thereafter. If you have an emergency, please email me well in advance of class.

**CIED 4203. English Language Arts/Speech & Drama Methods of Instruction (Fa). 3 Hours.**

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction.

**Department of Curriculum and Instruction**

**Program Affiliation:** Secondary/Multilevel Education

**Course Number and Title**: SEED 4203: Methods of English Language Arts/Speech & Drama Instruction

**Catalog Description:** This course provides an introduction to and examination of practices for English language arts (ELA) instruction, defined here to include speech and theatre, in the context of elementary, middle school, junior high, and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction. The planning of instruction and the development of instructional materials are included.

**Prerequisite: Admission to BAT English Education**

**Instructor**:

**Office**:

**Phone:**

**Email**:

**Course Goal:** The special methods courses are designed to help prepare the students to become effective ELA or drama/speech teachers. Students will learn to apply strategies relative to pedagogical decision-making, problem solving, creative/critical thinking, and develop attitudes of responsibility for those decisions.

**Essential Questions**

What does it mean to be a writer?

What does it mean to teach writing?

How can teachers create opportunities for dialogue?

How can English and Drama/Speech be taught through arts integration?

**Required Texts**:

Juzwik, M.M., Borsheim-Black, C., Caughlan, S., & Heintz, A. (In press.) *Inspiring talk: Putting student voices at the core of English teaching.* New York: Teachers College Press.

McCormick, P. (2013). Never fall down. New York: Harper Collins.

**Strongly** Recommended:

**•** Join your state and national teacher organizations and subscribe to their journals

• Attend local, state, regional or national conferences

**Competencies:**

Upon completion of this course, the student should be able to:

1. Analyze the responsibilities of classroom teachers in terms of standards, accountability, and accreditation policies within specific context (TESS 1A-1F, 4A-4F; ATS 9)
2. Assess individual differences among students and identify learning experiences appropriate to meet the needs of learners (TESS 1A-1F, 2A-2F, 3A-3F, 4A-4F; ATS 1, 2, 3, 5, 7, 8)
3. Discuss and evaluate recent public policy initiatives (TESS 4D, E, F, ATS 9)
4. Describe the responsibilities of classroom teachers in terms of standards, accountability, and accreditation policies Design research-based approaches to the communication arts (TESS 1A-1F, 2A-2F, 3A-3F; ATS 1, 2, 3, 4, 5, 9)
5. Develop a set of resources (literary texts, instructional methods, approaches) suitable for meeting the needs of secondary students (TESS 1A-F, 2A-F, 3A-F, 4D; ATS 1, 2, 3, 4, 5, 6, 7, 8)
6. Design and evaluate interactive lessons integrating the alignment of the language arts to relevant standards in a manner appropriate for secondary students (TESS 1A-F, 2A-F, 3A-F; ATS 1, 2, 3, 4, 6)
7. Discuss appropriate uses of standardized test data to enhance instruction in secondary classes (TESS 1A-F, 2A-F, 4 A, B; ATS 1, 2, 3, 4, 5, 6, 7, 8)
8. Demonstrate the potential to apply appropriate instructional strategies to a variety of teaching situations (TESS 1A-F, 2A-F; ATS 1, 2, 3, 8).
9. Discuss methods to diversify instructional approaches to match a variety of learning styles, interests, and abilities (TESS 1A-F, 2A-F, 4A; ATS 1, 2, 3, 4, 5, 7, 8).
10. Develop methods, materials, and approaches for modifying instruction based on students’ exceptionalities (TESS 1A-F, 2A-F, 4A; ATS 1, 2, 3, 4, 5, 7, 8).
11. Utilize technologies in secondary communication arts classes (TESS 1A-F, 2A-F, FA, D, E; ATS 1, 2, 3, 7, 8).
12. Reflect orally and in writing on professional practice (TESS 4A; ATS 7).
13. Develop a sense of professional identity as a teacher (TESS 4D, E, F; ATS 7, 9, 10)

**Content:**

* 1. Composition pedagogy
  2. Argumentative writing
  3. Creative non-fiction writing
  4. Writing assessment
  5. Ethical issues of teaching
  6. Dialogue
  7. Arts Integration
  8. Adolescent literacy
  9. Current pedagogy

**Evaluation:**

1. Observation & Reflection (15%)
2. Daily attendance and participation (10%)
3. “How is writing taught?” record, reflection, and analysis (10)%
4. Professional Development & Reflection (10%)
5. Professional Article Critique (20%)
6. Class Profile Project (25%)
7. Soundtrack of Your Life (10%)
8. Maintain lesson plans for each lesson you teach/observe

**Syllabus Changes:**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

1. **Grading Scale:**

100-90 = A

89-80 = B

79-70 = C

69-00 = F

**Course Policies:**

**Grading:** Work for this course will be assessed using a continuous revision model, providing opportunities for students to revise and continue to develop as writers, thinkers, readers, and future teachers.

**Late Assignments:** Late work will be assessed a penalty of 15% (the equivalent of one letter grade).

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Classroom Behavior:**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:**

In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Attendance and Participation (10%):** I am taking attendance.Given the importance of our work, your attendance and active participation in class is required. Three absences will lower your grade 10%. A fourth absence will result in our meeting to discuss your future standing in the course/program. If you are unable to attend class for some reason, please call, text, or email me in advance.

**References:**

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer’s workshop.* Portland, ME: Stenhouse Publishers.

Anderson, J. (2007). *Everyday Editing: Inviting students to develop skill and craft in writer’s workshop.* Portland, ME: Stenhouse Publishers.

Applebee, A.N. (1974). *Tradition and reform in the teaching of English: A history.* Urbana, IL: National Council of Teachers of English.

Atwell, N. (1998). *In the Middle: New Understandings about Writing, Reading, and Learning.* Portsmouth, NH: Heinemann.

Beers, K., Probst, R. E., & Rief, L. (Eds.). (2007). *Adolescent literacy: Turning promise into practice.* Portsmouth, NH: Heinemann.

Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.).Washington, DC: Alliance for Excellent Education.

Brozo, W. G. (2002). *To be a boy, to be a reader: Engaging teens and preteen boys in active literacy.* Newark, DE: International Reading Association.

Campbell, K. H. (2007). *Less is more: teaching literature with short texts – grades 6-12.* Portland, ME: Stenhouse Publishers.

Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts.* Portsmouth, NH: Heinemann.

Common Core State Standards Initiative (CCSSI). (2010). *About the standards*. Retrieved from http://www.corestandards.org/about-the-standards

Copeland, M. (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school.* Portland, ME: Stenhouse.

Flynn, R.M. (2011). *Dramatizing the content with currliculum-based readers theatre, grades 6-12.*

Newark, DE: International Reading Association.

Gallagher, K. (2006). *Teaching Adolescent Writers.* Portland, ME: Stenhouse.

Golden, J. (2001). *Reading in the dark: Using film as a tool in the English classroom.* Urbana, IL: National Council of Teachers of English.

Golden, J. (2006). *Reading in the reel world: Teaching documentaries and other nonfiction texts.* Urbana, IL: National Council of Teachers of English.

Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement (*2nd ed). Portland, MA: Stenhouse Publishers.

Harris, J. (2006). *Rewriting: How to do things with texts*. Logan, UT: Utah State University Press.

Hillocks, G. (2011). *Teaching argument writing, grades 6-12: Supporting claims with relevant evidence and clear reasoning*. Heinemann.

Hobbs, R. (2007). *Reading the media: Media literacy in high school English.* Newark, DE: International Reading Association.

Irvin, J. L., Buehl, D. R., & Klemp, R. M. (2007). *Reading and the high school student: Strategies to enhance literacy.* New York, NY: Pearson Publishing.

Keene, E. O., & Zimmermann, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction.* Portsmouth, NH: Heinemann.

Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools.* Alexandria, VA: Association for Supervision and Curriculum.

National Writing Project & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools.* San Francisco, CA: Jossey-Bass Publishers.

O'Connor, J. S., Dean, D., & Gardner, T. (2011). *This Time It's Personal: Teaching Academic Writing through Creative Nonfiction*. National Council of Teachers of English.

Smith, W.S. & Wilhelm, J.D. (2002). *‘Reading don’t fix no chevys’: Literacy in the lives of young men.* Portsmouth, NH: Heinemann.

Sprague, M.M. & Keeling, K.K. (2007). *Discovering their voices: Engaging Adolescent girls with young adult literature.* Newark, DE: International Reading Association.

Wilson, M. (2006). *Rethinking rubrics in writing assessment.* Portsmouth, NH: Heinemann.

**SEED 4213. Issues and Trends in Literacy (Sp). 3 Hours.**

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. May be repeated for up to 6 hours of degree credit.

**SEED 4213 Issues & Trends in Literacy Instruction**

**Teaching Reading and Literature in the Secondary School**

**Instructor**:

**Office**:

**Office Hours**:

**Email**:

**Course Rationale**: Reading literature in secondary schools offers adolescents opportunities to participate in imaginative and intellectual exercises that foster deeper self-understanding, promote social justice, and heighten their awareness of the cultural communities in which they live. Recognizing that, this course explores a range of theoretical and practical issues related to literature instruction with the intention of understanding how, as English teachers, we can best teach literature, fiction as well as non-fiction, to middle school, junior high, and high school students. Using the notion of “envisionment” as an overarching conceptual framework, we’ll explore various facets of an effective literature program. In doing so, we’ll learn to plan and enact effective class discussions that foster deeper literary understanding, teach personal and formal analytic writing about literary texts, and incorporate new media as a tool to support students’ growth as readers. Throughout the course we’ll also ask how, as aspiring English teachers, we can design instruction that targets students’ learning needs, enriches their transactions with literary texts, and makes use of talk to help them construct complex literary understandings. Students are encouraged to approach this graduate level course willing to wrestle with complex problems for which there won’t necessarily be clearly defined answers.

**Course Objectives:**

* Using the concept of “envisionment” as a conceptual framework, students will correctly identify and account for the theoretical and practical components of an effective literature instruction program.
* Students will collect relevant background information about their pupils and use it to design instruction that meets their specific learning needs.
* Students will identify features of whole class discussions known to promote comprehension and high level thinking and evaluate the extent to which those features are present in the discussions they facilitate.
* Students will design a web quest with the intention of frontloading their pupils’ study of a full-length literary work.
* Drawing on the assigned readings and class discussions, students will explain how they will help pupils develop complex literary understandings and ensure their success as readers.
* Students will participate in critical conversations about the assigned readings with the intention of identifying and analyzing issues that concern contemporary literacy educators.

**Essential Questions:**

* What does the process of literary understanding look like, and how, as English teachers, can we structure our teaching in a way that actively promotes it? ATS 4,5/ TESS 3
* In an age of Common Core State Standards, how, as English teachers, can we design and enact instruction that is responsive to adolescents’ ideas, experiences, and needs while at the same time ensuring that they are college and career ready? ATS 4,5, 9 / TESS 3, 4
* What are defining characteristics of class discussions known to promote comprehension and high- level thinking?
* How can we use action research to improve our effectiveness as English teachers and better meet our students’ needs? ATS 9, 10 / TESS 1,4
* As English teachers, how can we support developing readers in acquiring the kinds of tools and practices that we value as members of a literary community of practice?

**Required textbooks** (available at the University Bookstore / 616 N. Garland Avenue):

Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. (2011). *Teaching Literature to Adolescents*. New

York: Routledge.

Gallagher, K. (2004). *Deeper Reading.* Portland, ME: Stenhouse.

Kittle, P. (2013) *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers.*

Portsmouth, NH:Heinemann.

Na, An. (2001). *A Step From Heaven*. New York: Speak.

**Course Policies:**

**Late Assignments**: Late work, defined here as assignments that are not ready to be submitted at the start of class on the assigned due date, will be assessed a penalty of 15% (the equivalent of one letter grade). Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Submission of Assignments**: All work turned in for evaluation should be typewritten and double-spaced, and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy,” which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

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**Classroom Behavior:** Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Mobile Devices**: I have a family and understand the desire to have a mobile device available in case of emergencies. Please follow my lead by muting or putting your mobile device on vibrate and monitoring it as infrequently as possible.

**Course Requirements**:

**Attendance**: Given the importance of our work, your attendance and participation in class discussions is required. While you are allowed to miss one class, **a second absence will lower your grade one letter**. A third absence will lower your grade two letters, meaning that you can earn no higher than a “C”. A fourth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class, it is your responsibility to e-mail me *in advance* and explain the situation. *If a student is tardy three times, it will be counted as an absence.*

**Action Research Project**: (200 points) You’ll be asked to work with your second rotation mentor teacher to identify a class that will serve as the focus for your action research project. This project will span the course of the semester, and it is designed to give you experience diagnosing and responding to your students’ learning needs while also preparing you to practice reflective teaching.

**Participation in a Professional Learning Network** (50 points): Professional learning networks (PLNs) present English teachers with a powerful tool for building professional knowledge and collaborating with others. They enable teachers to connect with others who can offer support, advice, and feedback. To expand your own PLN this semester, you’ll be asked to participate in a minimum of two Twitter chats that are specific to your chosen field. You are welcome to consult the schedules for either the **#engchat** ([http://engchat.org/](https://exchange.uark.edu/owa/redir.aspx?C=QXnw2O5GxkG8FpRLRlp2TxiOx36s5dAI_0_pVm1F3aH_PqMYtpOGiT65Lckzy6iYCMBkQYUpHvM.&URL=https%3a%2f%2furldefense.proofpoint.com%2fv1%2furl%3fu%3dhttp%3a%2f%2fengchat.org%2f%26k%3dt8cWouLHMWKnKZhAFQUeVA%253D%253D%250A%26r%3dTvXBbnAuTqhWL4H%252BmoKnWdBRBfjMzHNycuZeClELUyE%253D%250A%26m%3dCZEG9zZIrEaBda6btknaMQkv%252FZ6QdhQf05mzPp%252FvqUA%253D%250A%26s%3d0f810e5db73613639679134cd14ca3d6687bedec2aecfd10f7b71b639bc8844b)) or the **#literacies** ([http://literacieschat.wordpress.com/](https://exchange.uark.edu/owa/redir.aspx?C=QXnw2O5GxkG8FpRLRlp2TxiOx36s5dAI_0_pVm1F3aH_PqMYtpOGiT65Lckzy6iYCMBkQYUpHvM.&URL=https%3a%2f%2furldefense.proofpoint.com%2fv1%2furl%3fu%3dhttp%3a%2f%2fliteracieschat.wordpress.com%2f%26k%3dt8cWouLHMWKnKZhAFQUeVA%253D%253D%250A%26r%3dTvXBbnAuTqhWL4H%252BmoKnWdBRBfjMzHNycuZeClELUyE%253D%250A%26m%3dCZEG9zZIrEaBda6btknaMQkv%252FZ6QdhQf05mzPp%252FvqUA%253D%250A%26s%3dd7d6e5cdd36acd06cbbf128d1df1741052fa75801bf8eccbf847485c15fb65b2)) chat and select discussion topics that interest you.

**Web Quest and Reflective Essay** (100 points): A web quest is an inquiry-based assignment that requires students to use the Internet to learn about and/or synthesize their prior knowledge about a pre-specified topic. It also constitutes a way to engage students and pique their curiosity about an issue or concept you intend to explore with them. For this assignment, you’ll be asked to design a web quest that you can use in the future to frontload your students’ study of a full-length work of fiction or non-fiction. In selecting a work of literature on which to focus your project, you need to choose a title that you either taught this year, or that you expect to teach in the future.

**Final Exam** (100 points): To conclude the course, there will be a comprehensive essay exam.

**Grading:** Grades will be assigned based on the instructor’s judgment as to whether the student has

satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (417-465 pts.)

**B** = 80-89% (370-416 pts.)

**C** = 70-79% (324-369 pts.)

**D** = 60-69% (277-323 pts.)

**F** = 0-59% (0-276 pts.)

**SEED 328v. Teaching Experience (Fa) 2-4 Hours..**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Department of Curriculum and Instruction**

**SEED 328 : Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

In case of inclement weather, interns will follow the schedule of the school placement. In the case of obligations to the university, class or meetings will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Semester Schedule:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall Field Experience Calendar** | | | | |
| **Week** | **Dates** | **UA Schedule** | **Field Experience Schedule** | **Teacher Candidate Responsibilities** |
| 1 |  | Evening Classes | NA | None |
| 2 |  | Evening Classes | In-service Schedule | Attend In-service w/Mentor |
| 3 |  | T,TR Classes | M,W,F – 3 hrs/day | Observation-Classroom Management |
| 4 |  | T, TR Classes | M,W, F- 3hrs/day | Observation—Classroom Management |
| 5 |  | T, TR Classes | M,W, F- 3hrs/day | Departmental & Interdepartmental Observation |
| 6 |  | T,TR Classes | M,W,F - 3hrs/day | Departmental & Interdepartmental Observation |
| 7 |  | T,TR Classes | M,W,F - 3hrs/day | Departmental & Interdepartmental Observation |
| 8 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 9 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 10 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 11 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 12 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 13 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 14 |  | T,TR Classes | M,W,F - 3hrs/day | Co-planning/Co-teaching with Mentor |
| 15 |  | No Morning Classes | Mon-Fri - 3 hrs/day | Immersion Experience with Mentor/Department |
| 16 |  | No Morning Classes | Mon-Fri - 3 hrs/day | Immersion Experience with Mentor/Department |
| 17 |  | Tuesday Class | Thanksgiving Week | None - Typical Vacation Week |
| 18 |  | No Classes | Mon-Fri - 3 hrs/day | Immersion Experience with Mentor/Department |
| 19 |  | T,TR Classes | M,W,F - 3hrs/day | Blending out of field experience classroom |

**CIED 428V. Teaching Experience (Sp). 1-6 Hours.**

The teaching experience is an essential component of the Bachelor of Arts in Teaching degree. The experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the M. A. T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**CIED 428v: Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

In case of inclement weather, interns will follow the schedule of the school placement. In the case of obligations to the university, class or meetings will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Department of Curriculum and Instruction**

**CIED 428v: Teaching Experiences in Education**

**Teaching Internship**

**Course Description:**

The teaching internship is an essential component of the Bachelor of Arts in Teaching degree. The full-time immersion allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the spring semester—five days per week for the entire school day. During this assignment, the TC will both observe and participate in teaching as well as planning and delivering instruction for a minimum of three weeks in all classes.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards (ATS):**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1,2,3,4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2,4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in January and follow the Partner School Calendar for Spring Semester.
* Be present as required (follow the school’s calendar).
* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule 3 classroom observations with supervisor.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Supervisor at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

The **TC will complete and email** **a placement report** to the Supervisor and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university supervisor with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

In case of inclement weather, interns will follow the schedule of the school placement. In the case of obligations to the university, class or meetings will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

**Accommodations:**

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COMM 1023. Communication in a Diverse World. (Fa,Sp).This introductory course to the communication discipline focuses on the skills and understandings associated with competent communication in a diverse society within interpersonal, family, group, organizational, health, and intercultural communication contexts.

**CONTENT SYLLABI**

**ENGLISH**

##### ENGL 2013. Essay Writing (Sp, Su). 3 Hours.

This course focuses on analyzing and writing creative nonfiction, paying special attention to essay forms: memoir, braided essay, collage or hermit crab essay, and personal reportage. Students enrolling in this course must possess a sound knowledge of sentence structure and standard usage. Prerequisite: [ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) and [ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023).

**Syllabus:**   
ESZTER TAKACS  
EMAIL: etakacs@uark.edu MAILBOX: Kimpel 331  
OFFICE: Kimpel 230 OFFICE HOURS: Monday 12:00-­‐1:30 PM Tuesday 12:00-­‐1:30 PM  
Wednesday 12:00-­‐1:30 PM  
OR BY APPOINTMENT  
  
PURPOSE  
The purpose of this course is to effectively explore, engage with, analyze, and uniquely emulate the various forms that comprise the genre of creative nonfiction, with special attention being given to forms such as memoir, the braided essay, the collage essay, and personal reportage. We will also explore other forms, ethics, humor, narrative structure, voice, poetic language, research, publication, and immersion within the genre. Finally, we will consider some experimental forms of creative nonfiction and everyday circumstances that dictate us to write creatively.  
  
GOALS  
While students will be asked to read and analyze quite a few texts, both conceptual and creative in nature, efforts will be largely devoted to producing creative work in response to the concepts and writing ideologies covered early on. Over the course of the semester, each student will give a short presentation about a text of his/her own choosing and compose four pieces of creative nonfiction, each of substantial length. Students will have their creative pieces critiqued by their peers before they are due for grading in their final form, in both small and large groups. The inclusion of reading quizzes and daily writing exercises in the curriculum will ensure student awareness, engagement, and progress. Students will also be required to meet with me twice over the course of the semester for assessment of their progress.  
  
REQUIRED TEXTS  
CREATIVE WRITING I/II: ESSAY WRITING (PAOLA, SKU: 9780390990334)  
Additional assigned texts available on Blackboard.  
  
SUGGESTED READING:  
The Electric Typewriter (www.tetw.org) The New Yorker (www.newyorker.org) The Paris Review (www.theparisreview.org)  
The Best American Essays (Houghtin Mifflin Company, any year, any addition)  
   
ASSIGNMENTS & GRADE DISTRIBUTION  
  
Quizzes (10) 10 Points  
Writing Journal #1 5 Points  
Writing Journal #2 5 Points  
Presentation 10 Points  
Essay #1: The Memoir 10 Points  
Essay #2: The Braided Essay 15 Points Essay #3: The Collage/Hermit Crab Essay 15 Points Essay #4: Personal Reportage 20 Points  
Workshop Participation 10 Points  
  
TOTAL: 100 POINTS  
Extra Credit: 5 MAX\*  
  
\*Extra Credit is in excess of 100 points. Extra credit opportunities will be announced as they arise and will be worth 1/2 or 1 point each. You may earn a maximum of 5 extra credit points over the course of the semester.  
  
Grading Scale:  
90-­‐100 A  
80-­‐89 B  
70-­‐79 C  
60-­‐69 D  
59 or less F  
  
QUIZZES: While there are no exams for this course, you will be asked to take ten pop quizzes over the course of the semester. These quizzes are simply a means of insurance that you have done the required reading and have been present during class discussions. Missed quizzes can only be made up if the absence is appropriately documented and thusly, excusable. I am willing to assure you, these will not be difficult endeavors.  
  
WRITING JOURNALS: Because this is ultimately a writing course, you will be asked to compose short casual responses to readings, prompts, and class discussions on a daily basis. Some of these responses will be written in class while others will be assigned for homework. You will submit your responses in packet form twice over the course of the semester. While your responses will be reviewed and commented upon, credit will be earned based on completion only. These writing exercises will be designed to encourage both a thorough understanding of the material being covered, and thoughtful drafting of your own creative work. While journal entries are not listed individually as homework assignments on the syllabus, it is your responsibility to complete them when assigned. Students will often be prompted to share their responses during class in effort to fuel discussions of concepts and texts being discussed.  
  
PRESENTATIONS: While I have aimed to select a unique, interesting and well-­‐rounded pool of creative work to review as a class over the course of the semester, I realize I could not  
   
possibly have accounted for all of your passions and interests. For this reason, I am asking that each of you select a short work of creative nonfiction from outside of the required reading pool. You will read and analyze this text on your own and give a short presentation about it.  
Your presentation should highlight the most prominent and unique features and qualities of your selected piece. I encourage you to share your selected text with me before your presentation if you have questions about this assignment. These presentations will come early in the semester in order that the very wide net of creative nonfiction be cast and highlighted early on.  
  
CREATIVE ESSAYS: Students will draft, workshop, revise and submit four creative essays of substantial length (4-­‐10 pages each, depending on the assignment). The topics of these essays will be of the student’s choosing but should reflect a thorough understanding of the creative nonfiction genres and forms we will have explored and discussed. The forms will be assigned, as noted in this syllabus.  
  
WORKSHOPS: Workshops will give students the opportunity to have their creative essays reviewed by their peers. There will be small cold-­‐reading workshops early on but during the second half of the semester, students will sign up for class-­‐wide workshops well in advance, and must submit copies of their drafts one class meeting prior to their workshop dates.  
Participation in workshops is twofold, as you are also required comment on the work of your peers when they are up for workshop. In anticipation of each class-­‐wide workshop, students should prepare by reading the work of the students being workshopped that day and providing adequate commentary on the drafts submitted.  
  
CONFERENCES: Each student must meet with me twice over the course of the semester, during the times allotted to conferences on the schedule. These meetings will allow for discussion and review of work in progress, as well as review of any concerns students my have regarding their overall progress. Failure to attend two conferences will result in a 5% deduction per conference missed from the student’s overall grade for the course.  
  
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-­‐discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.  
Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Discrimination and Sexual Harassment: Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the  
   
person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-­‐575-­‐4019 (voice) or 479-­‐575-­‐ 3646 (tdd).  
  
Academic Integrity: “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at http://provost.uark.edu/academicintegrity/245.php  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
— Office of the Provost and Vice-­‐ Chancellor for Academic Affairs  
  
Attendance: “Student absences resulting from illness, family crisis, University-­‐sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”  
—Academic Regulations  
University of Arkansas Catalog of Studies  
  
Inclement Weather: When the university is closed, all classes are also cancelled. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.  
  
Texts and Textbooks: Please bring appropriate texts to class each day. Readings are assigned daily per your course schedule. Some assigned texts are not contained in your textbooks and will be posted to Blackboard instead. Please bring a printed copy of each assigned text to class in accordance with the reading schedule.  
  
Assignment Submission: Please staple hard copies of assignments before submitting them. UNSTAPLED WORK WILL NOT BE ACCEPTED. Read that last sentence again and invest in a stapler today.  
  
Essay Formatting: All essays must be typed with black ink in Roman-­‐based 12-­‐point font. Lines should be double-­‐spaced on single-­‐sided 8.5x11 inch sheets of white paper.  
   
Late Work: I will accept late work but I will impose a deductive penalty of ONE FULL LETTER GRADE per calendar day late. If you believe that you have a reasonable excuse for lateness, you must address the matter with me personally.  
  
Grade Change Policy: I will strive to grade all assignments fairly, precisely and objectively. If you believe that I have assigned an unfair grade to you on a particular assignment or that I have made a mistake in grading a particular assignment, you have ONE WEEK from the time you receive notification of your grade on said assignment to address the matter with me.  
After ONE WEEK has passed, the originally assigned grade will be considered final, regardless of fault and circumstance. No exceptions!  
  
Email & Blackboard Policy: It is your responsibility to check Blackboard updates and your UARK email frequently.  
  
Emergency Procedures  
Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at emergency.uark.edu, if a severe-­‐weather alarm is issued during our class:  
• Always follow the directions of the instructor or emergency personnel.  
• If told to evacuate, do so immediately.  
• If told to shelter-­‐in-­‐place, find a room, in the center of the building with no windows, on the lower level of the building.  
• If you cannot get to the lowest floor, pick a hallway in the center of the building.  
  
In the event of an armed assailant or physical attack (CADD):  
• CALL—9-­‐1-­‐1  
• AVOID—If possible, self-­‐evacuate to a safe area outside of the building.  
• DENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.  
• DEFEND-­‐ Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
   
ENGL 2013: Essay Writing  
SPRING 2015 TENTATIVE COURSE SCHEDULE  
  
WEEK ONE  
1/12 Policies & Procedures What is Creative Nonfiction?  
HOMEWORK: Read “Introduction” and “Chapter 1: The Basics of Good Writing,” “Nine Beginnings” by Margaret Atwood (pp. 205-­‐210), and “The Sun, The Moon, The Stars” by Junot Diaz (Blackboard).  
1/14 The Basics of Good Writing  
HOMEWORK: Read “Chapter 2: The Particular Challenges of Creative Nonfiction,”excerpts from THE LIFESPAN OF A FACT by John D’Agata and Jim Fingal (Blackboard).  
1/16 Challenges of Writing Creative Nonfiction  
HOMEWORK: Read “Chapter 3: The Body of Memory” and excerpts from ON WRITING by Stephen King (Blackboard).  
WEEK TWO  
1/19 No Class (MLK DAY) 1/21 Memories  
HOMEWORK: Read “Chapter 4: Writing the Family,” “The Old Man at Burning Man” by Wells Tower (Blackboard) and “Mother Tongue” by Amy Tan (Blackboard).  
1/23 Writing About Family  
HOMEWORK: Read “Chapter 5: Taking Place: Writing the Physical World,” “Where Worlds Collide” by Pico Iyer (pp. 342-­‐353) and “In the Heart of the Heart of the Country” William Glass (Blackboard).  
WEEK THREE  
1/26 Writing About the Physical World  
HOMEWORK: Read “Chapter 6: Gathering the Threads of History,” “Princess As Icon” by Erica Jong (Blackboard) and excerpts from CANDY GIRL by Diablo Cody (Blackboard).  
1/28 Gathering the Threads of History  
HOMEWORK: Read “Chapter 7: Writing the Arts,” “The Solace of Preparing Fried Foods and Other Quaint Rememberances from 1960s Mississippi: Thoughts on The Help” by Roxanne Gay (Blackboard) and “Don’t Eat Before Reading This” by Anthony Bourdain (Blackboard).  
1/30 Writing the Arts  
HOMEWORK: Read “Chapter 8: Writing the Larger World,” excerpts from WHAT I TALK ABOUT WHEN I TALK ABOUT RUNNING by Haruki Murakami  
(Blackboard) and “Merced” by Danielle Ofri (Blackboard).  
WEEK FOUR  
2/2 Writing the Larger World  
HOMEWORK: Read “Chapter 9: The Personal Essay,” “The Death of the Moth” by Virginia Wolf (pp. 440-­‐442),“Mirrorings” by Lucy Grealy (Blackboard), “Hair” by Marcia Aldrich (Blackboard)  
 2/4 The Personal Essay Tradition  
HOMEWORK: Read “Chapter 10: The Lyric Essay,” “File and Sandpaper” by Fabio Morabito (pp. 369-­‐372), excerpts from DON’T LET ME BE LONELY by Claudia Rankine (Blackboard), and “Some Notes on Attunement” by Zadie Smith (Blackboard).  
2/6 The Lyric Essay  
HOMEWORK: Read “Chapter 11: The Basics of Personal Reportage,” “On Dumpster Diving” by Lars Eighner (Blackboard), and excerpts from IT CHOOSES YOU by Miranda July (Blackboard).  
WEEK FIVE  
2/9 Personal Reportage  
HOMEWORK: Complete draft of Essay #1: The Memoir.  
2/11 SMALL GROUP WORKSHOP  
HOMEWORK: Revise Essay #1: The Memoir.  
2/13 Creative Essay 1: The Memoir DUE  
Searching the Internet Finding Your Favorites The Electric Typewriter  
HOMEWORK: Search for, select, and analyze a text for your presentation. Read “Letter from Birmingham Jail” by Martin Luther King, Jr (Blackboard) and excerpts from PANDERING by Heidi Fleiss (Blackboard).  
WEEK SIX  
2/16 No Class (CONFERENCES)  
2/18 No Class (CONFERENCES)  
2/20 Letters  
Scrapbooks Photo Essays Video Essays  
HOMEWORK: Prepare for presentation.  
WEEK SEVEN  
2/23 PRESENTATIONS  
2/25 PRESENTATIONS  
2/27 PRESENTATIONS  
WEEK EIGHT  
3/2 PRESENTATIONS  
HOMEWORK: Read “Chapter 12: The Writing Process and Revision.” 3/4 Drafting and Revising  
HOMEWORK: Readings TBA.  
3/6 Your Online Presence  
HOMEWORK: Readings TBA.  
WEEK NINE  
3/9 JOURNAL #1 DUE  
Writing Interesting Online Product Reviews  
HOMEWORK: Complete draft of Essay #2: The Braided Essay.  
3/11 SMALL GROUP WORKSHOP   
HOMEWORK: Revise Creative Essay #2: The Braided Essay.  
3/13 Creative Essay 2: The Braided Essay DUE  
Getting Published Venues Journals Contests  
HOMEWORK: Read “Losing the Lottery” by Eric LeMay (Blackboard) and excerpts from THE BODY by Jenny Boully (Blackboard).  
WEEK TEN  
3/16 Experimental and Unexpected Forms  
HOMEWORK: Readings TBA. 3/18 Experimental and Unexpected Forms  
HOMEWORK: Readings TBA. 3/20 Experimental and Unexpected Forms  
HOMEWORK: Complete/submit drafts of Essay #3: The Collage/Hermit Crab Essay. Read and critique workshop submissions.  
WEEK ELEVEN  
3/23 No Class (SPRING BREAK)  
3/25 No Class (SPRING BREAK)  
3/27 No Class (SPRING BREAK)  
WEEK TWELVE  
3/30 WORKSHOP  
HOMEWORK: Read and critique workshop submissions. Additional readings TBA.  
4/1 WORKSHOP  
HOMEWORK: Read and critique workshop submissions. Additional readings TBA.  
4/3 WORKSHOP  
HOMEWORK: Read and critique workshop submissions. Additional readings TBA.  
WEEK THIRTEEN  
4/6 WORKSHOP  
HOMEWORK: Read and critique workshop submissions. Additional readings TBA.  
4/8 WORKSHOP  
HOMEWORK: Revise Essay #3: The Collage/Hermit Crab Essay.  
Read “The Drama Bug” by David Sedaris (pp. 393-­‐400), excerpts from MY HORIZONTAL LIFE by Chelsea Handler (Blackboard) and excerpts from BORN STANDING UP by Steve Martin (Blackboard).  
4/10 Creative Essay #3: The Collage/Hermit Crab Essay DUE  
The Power of Humor  
HOMEWORK: Readings TBA. WEEK FOURTEEN  
4/13 No Class (CONFERENCES)  
4/15 No Class (CONFERENCES)  
4/17 Recap of Important Concepts  
HOMEWORK: Complete/submit drafts of Essay #4: Personal Reportage. Read and critique workshop submissions.  
WEEK FIFTEEN  
4/20 WORKSHOP  
HOMEWORK: Read and critique workshop submissions.  
4/22 WORKSHOP  
HOMEWORK: Read and critique workshop submissions.  
4/24 WORKSHOP  
HOMEWORK: Read and critique workshop submissions.  
WEEK SIXTEEN  
4/27 WORKSHOP  
HOMEWORK: Read and critique workshop submissions.  
4/29 WORKSHOP  
JOURNAL #2 DUE  
HOMEWORK: Revise Creative Essay #4.  
5/1 No Class (DEAD DAY)  
CREATIVE ESSAY #4: Personal Reportage DUE MONDAY 5/4

##### ENGL 2023. Creative Writing I (ACTS Equivalency = ENGL 2013) (Sp, Fa). 3 Hours.

Beginning level workshop course in which students write original poems and stories. Reading and detailed discussion of poems and stories in anthologies is required. Designed to teach the student the fundamental techniques of fiction and poetry. Prerequisite: [ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) and [ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023).

**Syllabus:**

Instructor: Allison Hammond Office Hours: T: 1-3pm F: 1-2pm  
Office: Kimpel 226 Contact: allisonh@uark.edu / 479-575-5991  
  
Course Description  
  
• Introduction to creative writing in which you will write original poems and stories  
• Reading and detailed discussion of poems and stories required   
• Designed to teach the fundamental techniques of fiction and poetry  
• Prerequisites: ENGL 1013 and ENGL 1023  
  
Required Reading  
  
In addition to reading and commenting on creative work generated by other students, you will be required to read a number of stories and poems posted on Blackboard by the instructor.  
  
Minimum Course Requirements  
  
• ~10 pages of short fiction  
• 4-5 poems  
• Final portfolio to include:  
o original drafts of each story and poem you generate during the semester  
o revised drafts of each story and poem   
• Read assigned stories/poems  
• Participate in class discussion and workshops  
• Provide written comments for each story/poem workshopped  
  
 Course Objectives   
• To begin the process of writing short stories and poems  
• To develop a critical perspective and vocabulary  
• To become familiar with literary forms and related aesthetic ideas  
• To help each other revise   
  
Attendance   
  
Participation – as a writer, a reader, and a critic – is key to the workshop environment and will count toward a substantial portion of your grade. Attendance is required at every class, and roll will be taken on all days the class meets.   
  
“Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”—Academic Regulations, University of Arkansas Catalog of Studies  
  
All electronic devices must be silent and out of your hands during class hours. Any activity that diverts your attention from class and/or prevents you from participating (e.g., texting, sleeping) may result in a zero in participation points for that class period.  
  
Late Work  
  
Late work must be turned in no later than one week after the original due date. Work submitted after one week has elapsed will not be accepted for a grade. The instructor reserves the right to exclude late work from the workshop process.  
  
Grading  
  
Although each student should strive to achieve the highest possible quality of writing throughout the course, grades will be allotted based on participation and progress. You will be evaluated on how thoroughly and sincerely you invest yourself in the work of the semester as writer and critic. The final portfolio will count for roughly half your grade and will be judged on the advancement you make in the quality and clarity of your writing over the semester. The remainder of your grade will be based on participation in readings, discussions, and workshops, and on the timely completion of writing assignments.  
  
Assignment Format  
  
All prose assignments must be typed, double-spaced, on 8.5 x 11 inch sheets of white paper, with one-inch margins. Font should be Times or Times New Roman, 12-point. Each page should be numbered. Poetry assignments should be single-spaced. Include your name in the upper left corner of the first page of each assignment.   
  
Disabilities  
  
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Discrimination and Sexual Harassment  
  
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Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”—Office of the Provost and Vice-Chancellor for Academic Affairs  
  
Emergency Procedures – Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.   
   
Severe Weather (Tornado Warning)  
  
Follow the directions of the instructor or emergency personnel  
Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
Stay in the center of the room, away from exterior walls, windows, and doors  
   
Violence / Active Shooter (CADD)  
  
 CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.   
 DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
  
UNIT ONE SYLLABUS: FICTION  
  
  
Week One (August 27) – Introduction  
Course Introduction  
 Policies & Procedures  
 Elements of Fiction  
 - Character - Plot - Dialogue - Point of View - Time   
- Scene vs. Summary  
  
In-Class Reading  
   
Lecture   
Qualities of main characters: dynamic, active, complex  
  
Homework  
Read “character” stories (TBD by instructor)  
  
Week Two (September 3) – Characters: Main vs. Supporting  
Discussion  
“Character” stories  
  
Exercise  
 Write character sketches for two different main characters  
  
Lecture  
 Dialogue vs. narrative  
Tips for writing realistic dialogue  
  
Homework  
Read “dialogue” stories (TBD by instructor)  
  
  
Week Three (September 10) – Dialogue  
Discussion   
 “Dialogue” stories  
  
Exercise  
 Write a 2-3 page scene comprised almost exclusively of dialogue.   
  
Lecture  
 Plot: its elements and structure; how it derives from character  
  
Homework  
Read “plot” stories (TBD by instructor)  
  
  
Week Four (September 17) – Plot  
Discussion  
 “Plot” stories  
  
Exercise  
 Pre-writing: plotting change in your main character  
  
Lecture  
 Point of View (POV): advantages and drawbacks of 1st, 2nd, and 3rd person POV  
 Point of View vs. Perspective  
  
Homework  
Read “POV” stories (TBD by instructor)  
  
  
Week Five (September 24) – Point of View & Perspective  
\*\* Due: Full-length stories \*\*  
  
Discussion  
 “POV” stories  
  
Homework  
 Print, read, & comment on workshop packet 1  
  
  
Week Six (October 1) – Workshop  
Workshop first packet of stories  
  
  
Week Seven (October 8) – Workshop  
Workshop second packet of stories  
  
  
Week Eight (October 15) – Workshop  
Workshop final packet of stories  
  
  
Week Nine (October 22) – FALL BREAK  
 CLASS DOES NOT MEET  
  
  
  
  
UNIT TWO SYLLABUS: POETRY  
  
  
\*\*NOTE: You will begin writing each week’s poem in class. You will type and email your poem to your instructor by 6pm each Thursday. Workshop packets will be posted to Blackboard before midnight.  
  
Week Ten (October 29) – Bridge to Poetry Unit  
Discussion  
 The shared boundaries between fiction and poetry  
 Elements of Poetry  
 - Concrete imagery - Figurative language - Line/stanza  
 - Rhyme & meter (forms) - Syntax/Diction  
  
In-Class Reading  
 Short short fiction and prose poems  
  
Exercise  
 Write a prose poem  
  
Homework  
 Read “concrete imagery” poems (TBD by instructor)  
  
  
Week Eleven (November 5) – Abstract & Concrete Imagery  
Lecture   
Abstract vs. Concrete Imagery  
  
Discussion  
 “Concrete imagery” poems  
  
Exercise  
 Making the Abstract Concrete  
 Object & self  
  
Homework  
Write a self-portrait poem, turn in by 6pm Thurs.  
Print & read workshop packet from Blackboard  
  
  
Week Twelve (November 12) – Figurative Language: Image & Symbol  
Workshop  
 Self-Portrait Poetry Packet  
  
In-Class Reading  
 “Figurative language” poems  
  
Exercise  
 Confusing the senses: synesthesia on the page  
  
Homework  
Turn in poem by 6pm Thursday  
Print & read poem packet from Blackboard  
   
  
Week Thirteen (November 19) – Types of Poems  
Workshop   
 “Senses” Poetry Packet  
  
Lecture  
 Types of Poetry: pastoral, elegy, ekphrastic, epistolary, odes  
  
Homework  
 Read “types of poetry” packet from Blackboard (TBD by instructor)  
 Write a poem that exhibits the qualities a specific poetic type  
  
  
Week Fourteen (November 26) – Field Trip  
Discussion  
 “Types of poetry” packet  
  
Workshop  
 Your “Types of Poetry” poems  
  
Lecture  
 Rhyme schemes and meter  
   
Homework  
 Read “forms” packet from Blackboard (TBD by instructor)  
  
  
Week Fifteen (December 3) – Rhyme & Meter  
Discussion  
 Packet of formal poetry  
  
Lecture  
 Sonnet Forms: Shakespearean vs. Petrarchan, traditional vs. contemporary  
  
Exercise  
 Begin writing lines of iambic pentameter  
  
Homework  
 Write a sonnet, turn in by 6pm Thursday  
 Print & read workshop packet from Blackboard  
  
  
Week Sixteen (December 10) – Workshop & Conclusion  
Workshop  
 Sonnet Packet  
  
Discussion  
 How to practice and encounter poetry in the modern world  
  
  
Final (December 16) – Portfolios Due   
Portfolios Due in Instructor’s Kimpel Hall mailbox by 5pm  
  
Final portfolios must include:  
• original drafts of all stories and poems generated during the semester  
• revised drafts of all stories and poems generated during the semester

##### ENGL 2313. Survey of English Literature from 1700 to 1900 (ACTS Equivalency = ENGL 2683) (Sp, Fa). 3 Hours.

A critical and historical survey of the development of literature in the British Isles from 1700 to 1900. Prerequisite: [ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) and [ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023).

Survey of English Literature from 1700 to 1900  
Fall 2016 • ENGL 2313 Section 001/Kimpel Hall 407 Dr. K.L. Madison  
   
**Syllabus:**  
Required:  
  
• The Longman Anthology of British Literature, Volume 1C: The Restoration and the Eighteenth Century. ISBN 0205655270 │978-0205655274.  
• The Longman Anthology of British Literature, Volume 2A: The Romantics and Their Contemporaries. ISBN 0205223168 | 978-0205223169.  
• The Longman Anthology of British Literature, Volume 2B: The Victorian Age. ISBN 0205655262 | 978-0205655267.  
• Access to Blackboard to download occasional assignments, to upload your semester essays and assignments for submission, and to check for periodic class announcements.  
• Access to a word processing program (like Microsoft Word)  
  
Purpose & Goals: This course serves as a general introduction to English Literature from the eighteenth century and the Romantic and Victorian periods. We will explore the development of literature in the British Isles through lectures, class discussions, and creative and scholarly writing assignments.  
  
Transferable Skills:  
Students will gain from this course improved ability to:  
• understand and analyze complex pieces of written information  
• engage with differing cultural and historical perspectives  
• draft and revise academic essays for reflective analysis, sound argumentation, and clear organization  
• research and document sources  
  
Method: Lecture, discussion. Class participation is required. My teaching philosophy is simple: my job is to point out something in the readings you might otherwise miss. Most often this occurs as we examine our assumptions and biases by comparing works of literature to our own lives and cultures. Thus, this course is not so much about literature of the past as it is about literatures of the past that have persisted into the present—Classics, in other words. Likewise, our discussions will be wide ranging.  
  
Procedure: Discussions, workshops, lectures, formal and informal analytical writing, exercises, quizzes, exams, and activities that promote in-depth literary analysis.  
  
Examinations will be designed to encourage a factual and chronological familiarity with the development of British literature through representative major authors, themes, and forms. Quality of writing and performance on exams will largely determine the final grade.  
  
Quizzes or reading responses are typically administered before discussion. Missed quizzes or responses may not be “made up” because I give extra credit questions on each quiz so you have the opportunity to build up “emergency” points to cover when you are absent or unable to read for whatever reason.  
  
Major Assignments:  
  
● Analysis of contemporary accounts (2): You will create one letter for your chosen eighteenth-century periodical in the voice of an appropriate persona and one letter either supporting or refuting--from another persona, with both texts having explanatory notes from your research.  
  
Or you will pen an epistolary “journal” with weekly entries, interacting with the texts you are reading.  
  
● Research Note (5 pages): Write a short research note on an interesting idea relating to the readings for a specific contemporary critical journal. Apply your discovery of a particular fact or circumstance in a way that explains or clarifies a particular section or idea of a text. These are usually no more than five double-spaced pages. (I will share an example.)  
Presentations  
● Coffee House patrons, Poet, and Salon participants will be responsible for specific, assigned presentations / lessons from the readings.  
Examinations  
● Short Response Essays/Quizzes: Expect a response essay/quiz on any day a reading is due. A response essay may take a few minutes or an hour, depending on the success of the class in keeping up with the readings. Response essays missed because of absence may not be made up.  
  
● Three exams covering the three periods we are studying.  
  
Grades  
Grades will be based on your written work throughout the semester, with the exams worth one-half the grade. The response essays and critical work will constitute the other fifty percent. Discussion and class participation or lack thereof will be considered in borderline grades.  
  
Course Grade Scale: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59  
  
Assignment Grade Distribution:  
Major Assignments: 70% Other Assignments (Daily Grade): 30%  
  
Three Exams Daily Work (15%)  
Including the final (50%) Analysis/Journal (15%)  
Research Note (20%)   
TOTAL 100%  
  
Assignment Submission: All formal essay assignments will be submitted through Blackboard and are due by the dates listed on the syllabus. You may turn in an assignment past the due date, but I will deduct one letter grade for every day it is late. Only essays submitted through SafeAssign will be graded. And each essay must be uploaded as a .doc or .docx text-editable file type (Word Documents only—no pdfs rtfs or other file types).  
   
  
  
Essay Formatting: Your research note must be typed with black ink in clean fonts like 12 pt. Roman- based or Verdana fonts. Lines should be double-spaced on single-sided 8.5x11 inch sheets of white paper with one-inch margins. The following must appear on the top left corner of the first page of each essay: Student’s name, Instructor’s name, Course Identifier, Date. Page numbers must appear at the top right corner of each page.  
  
Your analysis may be created in accordance with the style of the times. If you choose the journal assignment, instead, you may use your best scribbling style, either handwritten or electronically contrived.  
  
Classroom Etiquette  
Beverages or snacks are allowed in class, but you are responsible for the containers and accidents. (Yes, I do check.) Courtesy to others in the classroom is mandatory. This includes turning off anything electronic—your cell phone, laptop, and so forth--during class (unless I’ve given you express permission for use), paying attention to what is being said by others, and most of all, respecting the dignity of each person in the room. Failure to display classroom etiquette will adversely affect your daily grade.  
  
Disabilities: I strive for a universal classroom, an environment that is conducive for all students and learning styles. However, if you need more assistance due to a disability that is recognized by the Center for Educational Access or suspect that you have a disability, please talk to me as soon as possible.  
  
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Discrimination and Sexual Harassment: Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).  
  
Emergency Procedures  
Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at emergency.uark.edu, if a weather emergency occurs during our class:  
• Always follow the directions of the instructor or emergency personnel.  
• If told to evacuate, do so immediately.  
   
  
  
• If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.  
• If you cannot get to the lowest floor, pick a hallway in the center of the building. In the event of armed assailants or physical attacks (CADD):  
• CALL—9-1-1  
• AVOID—If possible, self-evacuate to a safe area outside of the building.  
• DENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.  
DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
Inclement Weather: When the university is closed, all classes are also cancelled. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations. Should the school not close, I will contact you via email if I decide to cancel class due to treacherous road conditions. When the university is closed, look in the Inclement Weather folders on Blackboard for alternative assignments.  
  
Academic Integrity: “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at http://provost.uark.edu/academicintegrity/245.php . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” — Office of the Provost and Vice-Chancellor for Academic Affairs  
  
The only tutoring for your required research note or analysis/journal that is sanctioned by me can be found at the Quality Writing Center in Kimpel Hall or Mullins Library, the Enhanced Learning Center in Gregson Hall, or the Walton College of Business Writing Center (WCOB 118), all here on campus. Related to this topic is the fact that your professors must be informed in advance when you use one work to fulfill requirements in two classes. Permission to do so must be obtained from both professors.  
  
University Attendance Policy: “Student absences resulting from illness, family crisis, University- sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”  
   
of Studies  
   
—Academic Regulations University of Arkansas Catalog  
   
  
Class Attendance Policy: Attendance is required. For excused absences, you need evidence. If you are ill, bring a note or receipt from your doctor’s office (reschedule well appointments) with the date and time of your appointment or have the note faxed to me (see the beginning of this policy statement for the  
  
number) should you feel too ill to return to the office or clinic. If there are other extenuating circumstances, you need to have proof of them (a time-sensitive towing bill, a dated prescription, a funeral handout, a work schedule. . . .). Documentation is due within a week of the absence.  
  
Be sure to sign the daily attendance sheet and let me know after class if you have arrived after roll has been taken. It’s important that you make sure I’ve erased the absence mark beside your name because if you have over 3 unexcused absences, you may fail the course. Your final grade will be lowered one grade for each unexcused absence over the three unexcused periods allotted to you.  
  
I expect you to be in class on time, with your books out and ready to begin at the beginning of the period. Always bring the volume of the Longman Anthology containing the day’s assigned reading. Sleeping, class disruption, or other inappropriate behavior will result in a loss of the day’s attendance. Also, attendance credit is given only for a full class period.  
  
If you’ll have to miss class due to officially sanctioned college events, you need to bring me a schedule, proof of your participation each time, and plan to “make up” work before your absence. Quizzes may not be made up—period (see above).  
  
If you find that you must miss more than 3 classes, you should consider taking this course at another time when you can be in class regularly. We will be an interactive class, so your presence will be necessary.  
--KLM  
   
Assignments (I reserve the right to alter this syllabus.)  
  
Week 1  
  
Week 2  
   
August 23: Introduction to Course.  
August 25: Coffee House Lecture; “Reading Papers,” (2311-2337 [C]).  
  
August 30: Pepys, “The Plague Year,” “The Fire of London” (2015-25 [C]); Aubrey, “from  
Brief Lives” (2053-58 [C]).  
September 1: Montagu 2544-51 [C]; Pope, An Essay on Man “from Epistle 2” (2509 [C]); Smart, “from Jubilate Agno” (2638-41A]; Gray, “Elegy Written in a Country Churchyard” (2670-3 [C]).  
   
   
Week 3  
   
September 6: Johnson, A Dictionary of the English Language (2703-18 [C]); Boswell, “First Meeting with Johnson” (2757-8 [C]) and “from The Life of Samuel Johnson” (2761-71 [C])  
September 8: Richardson, “from Pamela; or, Virtue Rewarded (2814-9 [C]); Burney, “from  
Evelina” (2835-7 [C]).  
   
   
Week 4  
   
September 13: Sheridan, School for Scandal.  
September 15: School for Scandal, continued.  
   
   
Week 5  
  
  
Week 6  
   
  
September 20: Exam I.  
September 22: Prince, “The History of Mary Prince, a West Indian Slave (240-4 [A]); Newton, “Amazing Grace” (251 [A]); Edinburgh Review, “on the Subject of the  
Slave Trade” (286-8 [A]); Wordsworth, “Toussaint L’Ouverture” (282-3 [A]).  
  
September 27: Wollstonecraft A Vindication of the Rights of Women (304-24 [A] 20 [A]).  
September 29: Burke, A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beauty (37-46 [A]), “The Arrest and Imprisonment of the King and Queen” (117- 20 [A]).  
Analysis or Journal Due.  
   
  
Week 7  
  
October 4 Burns, (400-6 [A]), “Comin’ Thro’ the Rye” (402 [A]) “Scots, wha hae wi’  
Wallace bled” (403 [A]) “Is there for honest poverty (404 [A]); Blake, The Marriage of Heaven and Hell (204-17 [A]).  
October 6 D. Wordsworth, “Lines Written a few miles above Tintern Abbey” (429-433 [A]), “from The Grasmere Journals” (605-11 [A]); W. Wordsworth, “from Lyrical Ballads” 435-442, 443-5 [A]); “Composed Upon Westminister Bridge” (475 [A]), “The world is too much with us” (475 [A]), “It is a beauteous Evening” (475-6 [A]), “I wandered lonely as a Cloud” (551-[A]), “My heart leaps up” (552 [A]), The Prelude, “Book I” (478-92 [A]) and Handout.  
   
   
Week 8  
  
  
Week 9  
   
  
October 11: Coleridge, Biographia Literaria “Chapter 14” (689-92 [A]); “The Eolian Harp”  
(626 [A]), “Frost at Midnight (630[A]), “Kubla Khan (669-71 [A]), “The Rime of the Ancient Mariner” (634-49 [A]) Christabel (652-68 [A]).  
October 13: Byron, “She walks in beauty” (710 [A]), Child Harold’s Pilgrimage (765-79), (Handout); Lamb, “from Glenarvon” (754-6) [A]).  
  
October 18: Fall break, no class meeting.  
October 20: Shelley, “from A Defense of Poetry” (920-30 [A]), “Mont Blanc” (871 [A]), “Ode to West Wind” (871-5 [A]), “Hymn to Intellectual Beauty” (875-7 [A]), “Ozymandias”  
(877 [A]), “Sonnet: Lift not the painted veil” (877-8 [A]), “Sonnet: England in 1819” (878 [A]), “The Mask of Anarchy” (879-88 [A]), “Ode to the West Wind” (889-91 [A]), “To a Skylark” (891-93[A]), “To—“ (893-4 [A]), “The Cloud”  
(911-6 [A]).  
   
   
Week 10  
   
  
October 25: Keats, “On First Looking into Chapman’s Homer” (977 [A]), “To one who has been long in city pent” (979 [A]), “On the grasshopper and the cricket” (979-80 [A]), “from Sleep and Poetry” (980-1 [A]), “On Seeing the Elgin Marbles” (987 [A]), “On Sitting Down to Read King Lear Again” (987-8 [A]), “Sonnet: When I have fears” (988 [A]), “The Eve of St. Agnes” (989-99 [A]), “Ode to Psyche” (1004-6 [A]), “Ode to a Nightingale” (1006-8 [A]), “Ode to a Grecian Urn”  
(1008-1010 [A]), “Ode to Indolence” (1010-2 [A]), “Ode on Melancholy” (1012- 3 [A]), “To Autumn” (1013-4 [A]). “This Living Hand” (1044 [A]), “Bright Star” (1044-5 [A]).  
October 27: Hemans, “Casabianca” (939-45 [A]), “Joan of Arc in Rheims” (950-4 [A]), “The Homes of England” (953-4 [A]), “The Graves of a Household” (954-5 [A]); Clare, “Clock a Clay” (970 [A]), “I Am” (970-1 [A]); Scott, “Lord Randal”  
(1062-3 [A]), The Two Drovers (1064-81 [A]), Introduction to Tales from My Landlord (1081-5 [A]), (Handout).  
   
  
   
Week 11  
   
November 1: Exam II.  
November 3: Carlyle, “From Past and Present (1076-87 [B]); Tennyson, “Mariana” (1179-80 [B]  
   
   
Week 12  
   
November 8: Tennyson, “The Lady of Shalott” (1181-5 [B]), “Tears Idle Tears” (1202 [B]), “Now Sleeps the Crimson Petal” (1202 [B]), “from In Memoriam A.H.H.” 1205- 35 [B]), “The Charge of the Light Brigade” (1235-7, [B]), “Crossing the Bar” (1259 [B].  
November 10: Thackeray, (Handout); Dickens, “from Dombey and Sons” (1197-8 [B]), “from  
Hard Times” (1098-1100 [B]).  
   
  
Week 13  
   
November 15: E. Browning, Sonnets from the Potuguese (1145-8 [B]); R. Browning, “My Last Duchess (1328-9 [B]), “How They Brought the Good news from Ghent to Aix” (1330-1 [B]), “Home-Thoughts from Abroad (1331-2 [B]), “Meeting at Night” (1335 [B]), Parting at Morning (1336 [B]), “A Toccata of Galuppi’s (1336-7 [B]), “Love Among the Ruins” (1338-40 [B]), “Childe Roland to the Dark Tower Came” 1340-6 [B]).  
November 17: Norton, “from A Letter to the Queen” (1533-5 [B]); Arnold, “Dover Beach (1562 [B]), “The Buried Life” (1565-7 [B]); Hopkins, “God’s Grandeur” (1702-3 [B]), “The Windhover” (1704 [B]), “Pied Beauty, (1704 [B]).  
   
  
Week 14  
   
November 22: Burton (Handout); Bird (Handout). November 24: Thanksgiving Break, no class meetings.  
   
   
Week 15  
   
November 29: Gaskell, Cranford “Our Society at Crawford” (1432-47 [B]).  
Selected secondary sources for Research Note due.  
December 1: Hardy, “The Withered Arm” (1448-66 [B]).  
   
  
Week16  
  
December 6: Stevenson, “The Strange Case of Dr. Jekyll and Mr. Hyde (1780-1818 [B]).  
December 8: Doyle, “A Scandal in Bohemia (1467-82 [B]).  
Research Note due on Blackboard.  
   
  
Finals Week  
December 13: Final Exam / Exam III from 8-10 am in our regular classroom. (Tuesday

**Syllabus:**

ENGL 2313 English Literature 1700-1900  
  
Professor Sean Dempsey Spring 2016  
Email: sdempsey@uark.edu T/TR 2:00PM- 3:15PM  
Office: Kimple 703 JBHT 0147  
Office Hours: Wednesday 1:00-3:00pm, or by appointment  
  
Jessi Schnebelen  
Email: jdbrewer@uark.edu Office: Kimpel 228  
Office Hours: Tuesdays 3:30-5pm & Thursdays 12-1:30pm.  
  
Course Overview  
Purpose: This course will survey British literature from 1700 to 1900 by focusing on the close reading of select texts. Issues of style and theme will be discussed as well as the historical and cultural contexts of the works we read. In addition, this course will introduce you to major literary forms and to terms and concepts central to literary studies.  
  
Required Textbooks (Please buy these particular editions)  
  
Defoe, Daniel Robinson Crusoe ISBN: 978-0199553976  
Austen, Jane Pride and Prejudice ISBN: 978-0199535569  
Dickens, Charles Great Expectations ISBN: 978-0199219766  
  
The Norton Anthology of English Literature: The Romantic Period (9th) (Vol. D)  
ISBN: 978-0199553976  
Victorian English Poetry: An Anthology ISBN: 978-0486404257 Additional readings will be distributed on the course’s Blackboard site.  
Class Participation and Attendance  
You are expected to have completed all assigned readings and to come to class with questions and insights to share. You’ll notice that the amount of material assigned for each class period may vary a great deal. This is to allow you time to read longer assignments completely before we begin discussing them. Please do so. Also, please read every poem assigned for the course at least twice. Active participation in the course is essential and expected. More than three unexcused absences will lower your course grade. Absences over this limit will only be excused with a doctor’s note. Please notify me before class begins if you will be unable to attend a course meeting due to illness or emergency. Being late twice will be considered equivalent to one absence.  
  
Written Assignments  
All papers should be word-processed, double-spaced, and in Times New Roman 12-point type. Proofread and spell-check your assignments thoroughly. Keep a file with all your notes, drafts, and outlines throughout the semester. All assignments are due at the beginning of class and should be submitted in a hard-copy format. If you miss class on the day of a deadline, please contact me as soon as possible. Papers turned in on the due date but after class will lose one half grade (e.g., A to A-). Late papers will lose one letter grade a day (e.g., A to B).  
   
Grading  
Class Participation (attendance, discussion, quizzes) 15% Blog Postings 15%  
1st Paper (5-7 pages) 15%  
2nd Paper (7-10 pages) 20% Take Home Midterm 15% Final 20%  
  
Grading without Final Paper  
Class Participation (attendance, discussion, quizzes) 15% Blog Postings 15%  
1st Paper (5-7 pages) 20% Take Home Midterm 20% Final 30%  
  
Reading Responses (Schedule to be Determined)  
Each response should be 300-600 words long (the equivalent of 1-2 printed pages) and should be a thoughtful, considered reaction to one or more of the texts we are reading for that week. Your reading responses should be based primarily on your own attention to and engagement with the texts, but I also encourage you to engage the responses of other students by posting follow-up responses. Reading responses should be submitted to the “Discussion Board” section of our Blackboard site by 10pm the day prior to class, unless otherwise noted. Because we all need time to read and process these responses before class, late and missing responses will receive no credit. Please plan your reading accordingly.  
  
On Plagiarism  
Although you may spend time reading and commenting upon each other’s work in class, your written words should be your own—they should not be taken from online or other sources. If you are uncertain about how to avoid plagiarism, make an appointment to discuss it with me.  
  
Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
   
English Literature 1700-1900 Class Schedule  
  
Week 1:  
  
1.19 Intro  
  
1.21 Contexts: Enlightenment Readings on Blackboard (BB)  
  
Week 2:   
  
1.26 Daniel Defoe, Robinson Crusoe  
1.28 Robinson Crusoe  
  
Week 3:  
  
2.2 (1) Robinson Crusoe  
2.4 (2) Robinson Crusoe  
  
Week 4:  
  
2.9 (3) Alexander Pope / Samuel Johnson (BB)  
2.11 (4) Sensibility (BB)  
  
Week 5:  
  
2.16 (5) Female Poets / Romantic Pre-cursors (BB)  
2.18 (1) William Blake (N 112-135)  
 Emphasis in class will likely be on: “All Religions are One,” “There is no  
 Natural Religion,” in Songs of Innocence “Introduction,” “The Ecchoing  
 Green,” “The Lamb,” “The Little Black Boy,” “The Chimney Sweeper,”  
 “Holy Thursday”; in Songs of Experience “Holy Thursday,” “The Chimney  
 Sweeper,” “The Sick Rose,” “The Tyger,” “London,” “The Human Abstract”  
  
Week 6:  
  
2.23 (2) William Wordsworth (N 270-307, 334-5)  
Emphasis in class will likely be on: “We are Seven,” “Expostulation and Reply,” “The Tables Turned,” “The Thorn,” “Tintern Abbey,” Preface to Lyrical Ballads excerpts, “Strange Fits of Passion I have Known,” “She Dwelt among the Untrodden Ways,” “A slumber did my spirit seal,” “I wandered lonely as a cloud,” “My heart leaps up”  
2.25 (3) Samuel Taylor Coleridge (N 437-462, 477-479)  
“The Eolian Harp,” “This Lime-Tree Bower My Prison,” “The Rime of the Ancient Mariner,” “Kubla Khan,” “Frost at Midnight”  
   
  
3.1 (4) Lord Byron (N 612-672)  
“She walks in beauty,” “Darkness,” “Childe Harold’s Pilgrimage,” “Manfred”  
  
  
3.3 (5) Percy Bysshe Shelley (N 748-752, +)  
“Mont Blanc,” “Hymn to Intellectual Beauty,” “Ozymandius,” “England in 1819,” “Ode to the West Wind”  
  
3.4 1st Paper Due  
  
Week 8:  
  
3.8 (1) John Keats (N 901-904, +)  
 “La Belle Dame Sans Merci,” “Ode to Psyche,” “Ode to a Nightingale,”  
 Ode to a Grecian Urn,” “Ode on Melancholy,” “Ode on Indolence,” “To  
 Autumn,’ Letters “Negative Capability,” “A Poet has no Identity,” “The Vale  
  
  
3.10   
  
(2) of Soul-making”  
  
Jane Austen, Pride and Prejudice  
  
Week 9:  
  
3.15 (3) Pride and Prejudice  
3.17 (4) Pride and Prejudice  
  
Friday, 3.18 Take Home Midterm Due by 4:30pm  
  
Week 10:  
  
3.21-3.25 Spring Break Week 11:  
   
  
4.5 (2) Dante Gabriel Rossetti / Christina Rossetti (Dover and BB) D.G.R.: “The Blessed Damsel”  
C. R.: “Goblin Market”  
  
  
4.7 (3) Matthew Arnold (Dover) / Charles Darwin (BB)  
M.A. “Dover Beach,” “Lines Written in Kensington Garden”  
  
Week 13:  
  
4.12 (4) Charles Dickens, Great Expectations  
4.14 (5) Great Expectations  
  
Week 14:  
  
4.19 (1) Great Expectations  
4.21 (2) Great Expectations  
  
4.22 Final Paper Prospectus Due  
  
Week 15:  
  
4.26 (3) Robert Louis Stevenson: Strange Case of Dr Jekyll and Mr Hyde (BB)  
4.28 (4) John Ruskin (BB) / Walter Pater (BB) / Oscar Wilde (BB)  
  
Week 16:  
  
5.3 (5) Gerard Manley Hopkins (Dover)  
  
  
5.5 All poems in Dover  
  
Oscar Wilde, The Importance of Being Ernest (BB)  
  
   
5.6 Dead Day  
   
  
5.6 Final Paper Due  
   
  
5.12 Final Exam

##### ENGL 2343. Survey of American Lit from the Colonial Period through Naturalism (ACTS Equiv=ENGL 2653) (Sp, Fa). 3 Hours.

A survey of major American writers from the colonial period to 1900. Prerequisite: [ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) and [ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023).

**Syllabus:**

ENGL 2343 Am Lit Colonial to 1900 Syllabus (Fall 2011)  
(R. D. Madison) rmadison@uark.edu Office: Kimpel 720  
 MWF 11:30 Business B1dq 235  
   
Textbooks:  
 Edwards et al. Sinners in the Hands of an Angry God and Other  
 Puritan Sermons   
Paine, The Age of Reason  
Cooper, The Pioneers   
Poe, Fall of the House of Usher (Signet)  
Hawthorne, The Celestial Railroad (Signet))

Douglass, Life  
Longfellow, Hiawatha   
Thoreau, Walden  
Whitman, Leaves of Grass (1855) e)

Melville, The Piazza Tales  
Twain, Huckleberry Finn  
  
Exams:  
Weekly reading quizzes

Comprehensive Final Exam  
  
Examinations will be designed to encourage a factual and chronological familiarity with the development of American literature through representative major authors, themes, and forms. Quizzes are administered before discussion to test reading comprehension (and usually the mere fact of whether you've read an assignment or not). The final exam requires comparative analysis and normally contains both objective and essay portions.  
  
Grades   
50% quiz grade/50% final exam . The instructor reserves the right to alter the final grade by one full grade on the basis of class participation (or lack thereof) . Keeping track of your quiz grades lets you know how you are doing in the course: a plus grade normally indicates a perfect or near-perfect answer and is averaged as a 100; a check is a plausible but wrong answer that at least shows that you read the material and is averaged as a 75; a minus is a completely wrong answer that shows no evidence of careful reading and is averaged as a 55. Missed quizzes are averaged as a 0, so the easiest way to go into the final with a poor grade is to miss a few quizzes.Missed quizzes may not be made up for any reason (since part of what they test is timeliness), but the lowest quiz grade will be dropped to allow for an emergency that might arise. If your life is one emergency after another, pursuing college at this time may not be your best choice.  
  
Cheating  
The University has a new policy for reviewing incidents of cheating. Look it up on-line at<http://provost.uark.edu> and familiarize yourself with the procedures. In this class, cheating is easily avoided by keeping your eyes on your own paper during a quiz or exam.  
  
Classroom Etiquette  
Food and drink are allowed in the classroom as long as your eating habits do not cause a disturbance and you clean up after yourself. Children are welcome. Attire is academic casual-not dorm or beach casual . If you believe you require a laptop to take notes, please see me . Otherwise, turn off and put away all electronic devices before entering the classroom . You are encouraged to share your ideas with the class at all times; private conversations, however, are disrespectful of your instructor and fellow students.  
  
Class Schedule:  
This is primarily a reading course . Readings should be completed by the day on which they first appear on the syllabus . Study your textbooks and budget your reading time carefully. Expect a quiz of five to twenty minutes on the first day of any reading .  
   
22 Aug Main Currents in American Literature  
24 I. Mather , "Sleeping at Sermons"  
26 C. Mather, "Wonders of the Invisible World"  
  
Bradford (handout)  
Church (handout)  
2 Sept Edwards, "Sinners in the Hands of an Angry God"  
   
5 NO CLASS: Labor Day holiday  
7 Franklin ("The Way to Wealth" on-line)   
9  
  
12 Paine (all) -  
14   
16  
  
19 Cooper (all)  
21  
23  
  
26 Poe, "Purloined Letter"  
28 Poe, "Tell-Tale Heart"  
30 Poe, "Usher"  
  
3 Oct Hawthorne, "Young Goodman Brown"

5 Hawthorne, "The Birthmark"  
7 Hawthorne, "Ethan Brand"  
  
10 Douglass (all)  
12  
14 NO CLASS: Prof at Conference  
  
17 NO CLASS: Fall Break  
19 Longfellow (all)  
21  
  
24 Thoreau (ch 1-8}  
26  
28  
  
31 Thoreau (ch. 9-18)  
2 Nov  
4  
7 Melville,"Benito Cereno"  
9  
11  
  
14 Melville, "The Encantadas"  
16  
18  
  
21 Melville

23 NO CLASS: T-DAY  
25 NO CLASS : T-DAY  
  
28 Twain (all)  
30  
2 Dec  
  
5 London ("To Build a Fire" on-line)  
7  
  
FINAL EXAM AS SCHEDULED BY REGISTRAR

##### ENGL 2353. Survey of Modern and Contemporary American Literature (ACTS Equivalency = ENGL 2663) (Sp, Fa). 3 Hours.

A survey of American writers after 1900. Prerequisite: [ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) and [ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023).

**Syllabus:**

ENGL 2353—Fall, 2017—COCHRAN  
  
GOALS  
This class will read widely in modern (20th century) American literature (poetry, fiction, drama).  
  
TEXTS  
Brooks, Selected Poems  
Edson, Wit  
Eliot, The Waste Land  
Erdrich, Four Souls  
Latham, ed., The Poetry of Robert Frost  
Robinson, Housekeeping  
Updike, ed., Best American Short Stories of the Century  
Williams, Selected Poems  
Wilson, Ma Rainey’s Black Bottom  
SCHEDULE  
8/21—Introduction  
8/23—Frost: “Storm Fear,” “Once by the Pacific,” “The Most of It”   
8/25—Frost: “Good-By and Keep Cold,” “Two Look at Two”  
8/28—Frost: “Acquainted With the Night,” “Desert Places,” “Provide, Provide”  
8/30—Frost: “Directive”  
9/1—Hemingway: “The Killers”  
9/6—Cather: “Double Birthday” [QUIZ #1—9/6]  
9/8 through 9/15—Eliot: The Waste Land  
9/18 through 9/20—Brooks: individual poems TBA  
9/22—O’Connor: “Greenleaf”  
9/25—Bellow: “A Silver Dish”  
9/27—O’Brien: “The Things They Carried” [QUIZ #2—9/27]  
9/29 —Williams: individual poems TBA  
10/2—Williams: Paterson (excerpt from Book I)  
10/4—Williams: Paterson (excerpt from Book II)  
10/6—Williams: “Pictures from Brueghel” (pp. 237-248)  
10/9—Lahiri: “The Third and Final Continent” [Blackboard]  
10/11— Munro: “Meneseteung”   
10/13— Proulx: “The Half-Skinned Steer”   
10/16—FALL BREAK  
10/18--DeLillo: “The Angel Esmeralda” [Blackboard] [QUIZ #3—10/18]  
10/20 through 10/25—Edson: Wit  
10/27 through 11//1—Wilson: Ma Rainey’s Black Bottom  
11/3 through 11/8—STUDENT PAPER CONFERENCES  
11/10 through 11//20—Robinson: Housekeeping\*  
11/27 through 12/6—Erdrich: Four Souls\* [QUIZ #4—12/6]   
  
\*Each student will choose to read ONE of these novels and attend the classes addressing it, leaving class sessions devoted to the other novel free for work on papers. PAPERS ARE DUE FRIDAY, 12/1 (in hard copy).  
  
FINAL EXAM: Wednesday, December 13, from 12:45-2:45 PM  
  
EXAMS, ATTENDANCE, PARTICIPATION, PAPERS, GRADES, WEATHER POLICY  
  
Grades will be based upon four quizzes (40%), a 5-page paper discussing a work or (more likely) part of a work not read in class (40%), and a final exam essay (20%). I take roll intermittently; three recorded undocumented absences gets you docked one letter grade (highest mark you could make would be B); more than five absences your best hope is a C.   
  
I do not grade participation, though I do call on students for contributions to class discussions (which I hope will be spirited). I will discuss paper topic guidelines before the end of August. We devote a full week in November to working on papers.  
  
I make every effort to meet classes in inclement weather—unless the University is closed, expect me to be there, expecting you. My office is KH, #334; my office telephone is 5-5983; I do not hold regular office hours, but I happily meet with students by appointment. To set up an appointment email me at <rcochran@uark.edu>

**Syllabus:**

Survey: Modern and Contemporary American Literature English 2353 002 TR 3:30-4:45 Kimpel 411  
Fall 2017  
 Professor Susan Marren Office: 335 Kimpel Hall Office Hours: TR 12:00-1:00 and by appointment Office Phone: 575-6724 (Please leave a message if I’m not there) You can also reach me via email; my address is smarren@uark.edu Goals of the Course \*To acquaint ourselves with the works of a variety of twentieth-century and contemporary American authors  
\*To engage with that work by reading actively and responding to it both in writing and in class discussions  
\*To expand our working vocabulary of literary criticism  
\*To formulate original theses about works and develop them into clearly written arguments  
  
The purpose of this course will be to survey the literature written by Americans from around the turn of the last century to the present. We will read selections by male and female writers of different racial and ethnic backgrounds, regions, religions, and classes, paying particular attention to the social context of each work.   
  
I may occasionally lecture to impart necessary background information or vocabulary, but the bulk of our class time will be spent in lively discussion involving all class members. Some of the discussion will be conducted in small groups first; each small group will then share its ideas with the class as a whole, and that will serve as a springboard for the larger group discussions. Through these discussions, students may begin to formulate their own answers to the questions posed by the course.   
  
Required Texts Norton Anthology of American Literature, shorter 8th ed., vol. 2 Nina Baym, ed. Reading responses   
A reading response is a ½-1 page reflection on the reading that is scheduled for that day. Use your essay to explore specific passages from the reading that intrigue or puzzle you. Make connections between the reading and other texts we have read or issues we have raised. Focus on the particular issues that interest you most. Ask questions of the reading (especially "Why?"). Through your writing, push yourself toward insights and discoveries about the reading. You may either type or handwrite these, unless I find your handwriting too difficult to read.   
  
An excellent reading response will receive a 4 on the following scale:   
  
4- explores and focuses on specific issues or passages in the reading in depth, is reflective (that is, considers what something means), makes connections or contrasts to other texts, and is well-written.   
3- focuses on specific issues or passages in the reading, is reflective, and fairly well-written.   
2- focuses on specific issues or passages and describes them clearly.   
1- fails to focus on specific issues or passages, makes over-generalizations, is unclear, or is too brief.   
  
You must write FIVE Reading Responses over the course of the term. Make sure each Response focuses on the portion of the reading scheduled for the day it is due. No late Responses will be accepted.  
  
I have included a list of reading response prompts in the schedule of readings. Feel free to use them if you would like more help figuring out what to write about, but you are also welcome to write on topics of your own choosing.   
  
Also: if I sense that people are not doing the reading regularly, I will begin quizzing you.   
  
Essay  
You will be writing a 4-5 page literary critical essay for this class. You will turn in a draft on which I will comment and then a polished, final version. More on this later.   
 Evaluation Criteria  
15% Reading responses  
25% 4-5 page essay (draft due Oct. 19; final paper due Dec 7)   
20% Midterm  
25% Final 15% Class participation Attendance/Tardiness Policy Much of the work in this class will be collaborative; for that reason, among others, attendance is vital. If you think you will not be able to attend class regularly, please withdraw. Roll will be taken. Any student who misses class more than six times will fail. Late Work Policy Unless an extension has been requested and granted well in advance of the original deadline, all assignments will be marked down 1/3 of a grade for each day (not each class day) past the due date. \*Also, please note that any assignment either never completed or inadequately completed will be sufficient grounds for failure of the course. You must complete all assignments to pass.\*   
Academic Integrity There is a well-established system at the university for handling cases of suspected plagiarism and other academic dishonesty. Under this system, teachers are required to report all violations. We have been asked to include the following statement in our syllabi:  
  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail.  
“Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
For your own protection, always save the preliminary notes and rough drafts of your papers--in this and all your other classes.  
  
Intellectual Property   
Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. Be aware that this is a legal matter involving intellectual property rights as described below:   
  
State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I may record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without expressed, prior permission from me.   
  
Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. To be clear: use of notes is restricted to personal, classroom purposes and may not be shared for any other purpose.   
  
English 2353—Fall 2017  
Dr. Marren  
Schedule of Readings and Assignments  
  
Underneath most of the days’ assignments below are questions meant to guide your reading and/or to prompt ideas for your response essays. These might also be useful for choosing a topic for your paper.  
(Some of the questions are adapted from the Norton anthology web site. They are very broad, and you should feel free to modify them or to write your responses on other issues if you like.)  
  
1 8/22 T Introductions; go over syllabus   
  
2 8/24 R Mark Twain, “Fenimore Cooper’s Literary Offenses” (by email/Blackboard)  
  
 \*Mark Twain argues that a work of art must have “lifelikeness.” What does he seem to mean by this? And what do you think of this as a definition of art?   
   
3 8/29 T Henry James Daisy Miller: A Study 324-365  
  
 \*Although Daisy Miller appears to focus on the portrait of Daisy herself, a reader might argue that James’s real interest is in Winterbourne. Choose one or two events in the story and rethink them as Daisy herself might have viewed them.  
 \*James has often been called a psychological realist who was more interested in the development of consciousness than in portraying character types and social reality. Discuss the extent to which this holds true in Daisy Miller.  
  
4 8/31 R Mary E. Wilkins Freeman “A New England Nun” 437-446; Kate Chopin “Desiree’s Baby,” “The Story of an Hour” 420-427; Zitkala Sa “Impressions of an Indian Childhood” 639-646  
  
 \*Does Chopin consider Desiree to be a different kind of victim of social pressure because of the questions about her race, or are both the women she writes about in these stories equally oppressed by unrealistic social expectations and a social structure that deems all of them second-class citizens?  
 \* Consider Zitkala Sa as a Native American Daisy Miller.  
 \*How are literary art and protest merged in Zitkala-Sa’s work?  
  
5 9/5 T Edith Wharton “Roman Fever” and “The Other Two” 498-521 and Sui Sin Far “Mrs. Spring Fragrance” 521-530  
  
 \*Discuss differences in the portrayal of women characters and women’s experience in these writers. What generalizations occur to you about the status of women in various communities in late-nineteenth century America?   
 \*Compare Wharton and James as prose stylists, and as presenters of interactions between men and women.  
 \*Where does the hatred between the two women in “Roman Fever” come from? What is its source? What is the source of the source?  
 \*Where do Wharton’s sympathies lie in “The Other Two”? On what do you base your opinion?  
  
6 9/7 R Booker T. Washington, selection from Up From Slavery 447-457  
 Ida B. Wells, selection from Crusade for Justice: The Autobiography of Ida B. Wells (Blackboard)  
   
\*Beginning in the 1960s, Washington was widely criticized as an accommodationist, as a leader favoring humility and individual responsibility and achievement at the expense of racial pride and progress toward civil rights. Based on the excerpt we have read, do you think that’s a fair view of him?   
\*What were the underlying tensions and larger conflicts that led to the lynching of Thomas Moss?  
\*What was the prevailing opinion about lynching that Wells was determined to challenge?  
  
7 9/12 T W.E.B. Du Bois, selections from The Souls of Black Folk 531-547  
   
\*Booker T. Washington and W.E.B. Du Bois are conventionally considered political opposites. How appropriate do you think that assumption is, and why?  
  
8 9/14 R Stephen Crane “The Blue Hotel” 600-619  
  
 \*Discuss ways in which “The Blue Hotel” is a wild-west story about the dangers of reading wild-west stories. Is that a clever but subordinate aspect of this tale, or is it one of the narrative’s major themes?  
 \*Consider Crane’s dialogue in “The Blue Hotel” in light of the idea that realists and naturalists strove to make conversations sound more real. If these characters sound “real” to you, describe how. In what ways do they, and don’t they, listen to one another? How is that attentiveness, or inattentiveness, important to the tale?  
  
9 9/19 T Jack London “To Build a Fire” 627-639  
   
\*Who narrates “To Build a Fire”? Describe the narrative strategy and viewpoints, and comment on the overall effectiveness of this strategy. (Remember to pay attention to passages that tell the tale from the point of view of the dog.)  
 \*Why do the man and dog have no names? Might there be several reasons for this reticence?  
  
10 9/21 R review for midterm  
  
11 9/26 T Midterm  
  
12 9/28 R Robert Frost 727-742  
  
 \*Write about the narrator’s perceptions of death in “After Apple-Picking”; “Stopping By Woods on a Snowy Evening”; “Home Burial”; ‘Out, Out—‘”; or “The Death of the Hired Man.” How does each poem serve as a buffer against mortality and meaninglessness?  
 \*Write about one of the following poems to show how Frost’s poetic techniques (images, figures of speech, meter and rhyme, etc.) serve as his own “momentary stay against confusion”: “Desert Places”; “Mending Wall”; “The Wood-Pile”; or “Design.”  
  
13 10/3 T Modernist Manifestoes 794-808  
  
 \* Modernism is rooted in the rapidly advancing technology of the late nineteenth century and in the theories of such thinkers as Freud, Marx, Darwin, and Nietzsche. Many of society’s core beliefs had been undermined, and artists were attempting to come to terms with a society that appeared to be accelerating toward destruction and meaninglessness. How do (one or more of) these manifestos demonstrate such an attempt?  
  
14 10/5 R T.S. Eliot 819-846  
  
 \*Explore with reference to one or more of Eliot’s poems the meaning of the statement in The Waste Land: “These fragments I have shored against my ruins.” If it seems appropriate, compare to Frost’s idea of the poem as a “momentary stay against confusion.”  
 \*Describe carefully the persona of the speaker in “The Love Song of J. Alfred Prufrock.”  
 \*Read the first ten lines of section V of “Burnt Norton,” and consider them as a possible commentary on poetry, and on this poem in particular. What is suggested here about the importance of “Words, after speech” or “the form, the pattern” that can “reach/The stillness”? What inferences do you draw from these lines about what “Burnt Norton” is attempting to achieve?  
   
15 10/10 T T.S. Eliot continued  
  
16 10/12 R Zora Neale Hurston 939-951, and selections from “The Eatonville Anthology” (Blackboard)  
   
 \*Write about Hurston’s use of myths and archetypes. What emotional or psychological impact does mythology bring to “The Eatonville Anthology” and “How It Feels to Be Colored Me”?  
 \*In “The Gilded Six Bits,” Hurston steers perilously close to certain stereotypes that have been widely exploited over the years. Where are the stereotypes in this story? Is Hurston playing along with them? Subverting them? Correcting them? In what ways does Hurston distinguish her own voice from those of Missy May and Joe Banks?  
  
10/17 FALL BREAK  
  
17 10/19 R F. Scott Fitzgerald “Winter Dreams” and “Babylon Revisited” 963-994  
 2-3 pg. draft of essay due  
  
 \*Fitzgerald is famous as a prose stylist whose sentences can convey conflicting perspectives, tension between romantic and cynical inclinations. Write about the opening paragraphs of “Winter Dreams” and “Babylon Revisited,” describing the complexity of the voices you found there.   
 \*In Hemingway’s “The Snows of Kilimanjaro,” the narrator/protagonist recalls his friend Julian, a pseudonym for Fitzgerald, and his friend’s fascination with the rich. Hemingway writes, “He thought they were a special glamorous race and when he found they weren’t it wrecked him just as much as any other thing that wrecked him.” Consider Hemingway’s description of Fitzgerald as an interpretation of what happens in “Babylon Revisited.”  
   
18 10/24 T Ernest Hemingway 1019-1037  
  
 \*Compare the opening page of “Winter Dreams” to the opening page of Hemingway’s “The Snows of Kilimanjaro.” Describe the differences and suggest what they imply about the different ways in which these writers worked as modern artists.  
 \*Consider the last paragraph of “The Snows of Kilimanjaro.” How are the ideas about loss, death, and the problem of understanding the meaning of one human life conveyed in this minimalist paragraph?   
  
19 10/26 R Eudora Welty 1092-1103  
  
 \*”Petrified Man” is mostly dialogue, and this dialogue is mostly between Leota and Ms. Fletcher. How would you compare these conversations to ones in either Fitzgerald’s “Babylon Revisited” or Hemingway’s “The Snows of Kilimanjaro”? How does Welty’s dialogue achieve its comic effects?  
 \*Consider this narrative as a story about telling stories: why we do it, and whether or not anyone actually listens. What would such a reading suggest about Welty’s sense of her own situation, or predicament, as a modern writer?  
  
20 10/31 T Tennessee Williams A Streetcar Named Desire 1113-1177  
  
 \*Why does A Streetcar Named Desire open with Stanley and Stella, rather than with the arrival of Blanche? What is their relationship based on, and why does it deepen Blanche’s predicament?  
 \*In many of the scenes in this play, the longest monologues are by Blanche herself. As an audience, do we hear Blanche the same way at the opening of the play as we do later on? Describe how and why our response to these monologues may change over the course of the drama.   
  
21 11/2 R Streetcar, continued  
  
22 11/7 T John Cheever “The Swimmer” 1177-1186  
  
 \*How would you describe the way in which the tone of the story evolves, as we move from the opening scene to the closing one, in which Merrill comes “home”?  
 \*You have probably read other American short stories that comment on a modern, materialistic culture: stories by Fitzgerald, Hemingway, Hurston, Salinger, Bellow, Updike, Carver, and many others. In fact, materialism and the superficial, show-off suburbs are commonplace targets. How does Cheever achieve a measure of originality in working with this material?  
   
23 11/9 R Gwendolyn Brooks 1309-1313  
  
 \*How do the tight, controlled rhyme and identical pattern of the stanzas affect your reading of “We Real Cool”?  
 \*Choose one of the other poems by Brooks and discuss her attention to form, rhythm, sound or word choice in that poem.   
  
24 11/14 T Maxine Hong Kingston 1506-1515  
  
\*Discuss Kingston’s comments on how and when the “No Name Woman “ story is told. How does it become a vehicle for teaching certain cultural lessons? How does Kingston take this story out of her parents’ hands and appropriate it for her own purposes?  
\*By the end of the narrative, how does Kingston feel about her relationship to the No Name Woman? Does she have a clear sense of who this woman was, and of who she herself is? How does Kingston’s uncertainty on this issue exemplify some of the challenges inherent in recovering the past?   
  
25 11/16 R Gloria Anzaldua “How to Tame a Wild Tongue” 1520-1529   
  
 \*The essay moves back and forth between English and varieties of New World Spanish: what is suggested psychologically by these different voices in what purports to be nonfiction prose, a perspective from one writer?  
 \*The end of the essay seems to be an invocation of nature and the earth as a source of redemption, consolation, welcome. Have we seen this in American literature before?  
  
26 11/21 T Margaret Edson Wit   
\*Vivian is the narrator of her own demise. Is she a reliable narrator? Can you find instances in the play in which her explanations about people are not accurate? Is she approaching the end of her life as if it were a test to be taught, distancing herself from her experience?   
\*In the classroom scene Vivian describes “Donne’s agile wit at work: not so much resolving the issues of life and God as reveling in their complexity.” Student 2 rejects the idea that Donne revels in the complexity and suggests, on the contrary, that he is “scared, so he hides behind all this complicated stuff, hides behind this wit,” and describes him as “running away” from the big questions. Do you think this is a fair assessment of Donne? Is it a fair assessment of Vivian’s own behavior? What is Vivian most afraid of? What form does her “running away” take?   
\*Professor Ashford calls The Runaway Bunny “a little allegory of the soul” (p. 80). What does she mean by this? How does the children’s book, in this light, relate to Donne and Vivian, with their cases of Salvation Anxiety? What sort of comfort does the story give Vivian, assuming she is capable of taking it in? Why does Professor Ashford say “And flights of angels sing thee to thy rest” as she leaves? What does Professor Ashford perceive in The Runaway Bunny that is important? Why did the playwright select this book for Professor Ashford to read to Vivian?  
THANKSGIVING   
  
27 11/28 T Edson Wit continued  
  
28 11/30 R Art Spiegelman, selections from Maus 1550-1568  
  
\*Lots of graphic novels are illustrated in color. Why are the images in Maus so stark and austere? Why these stiff figures, in black and white?  
 \*In the opening panels of the excerpt, Spiegelman, as the son, comes on his father in the midst of a domestic spat and offers us a scene that is almost out of a sit com: an old couple quarreling with each other about old and banal matters, threatening to break up when there is no real chance that they will do so or that any of this will change. What are the advantages and risks of including a scene like this?  
 \*This selection from Maus focuses on the kind of story that might fade into the background in accounts of the Holocaust, a story about hiding in basements and barns, about taking chances in the streets of cities and villages. From the ordeal of the East European Jews there are tens of thousands of such stories. How might this kind of presentation resist the forgetfulness of history?  
  
29 12/5 T Make-up day  
  
30 12/7 R Review for final  
 4-5 pg. Paper Due (turn in draft with my comments on it with the paper)  
  
  
  
Final Exam: Tuesday, Dec. 12, 3-5

##### ENGL 3603. Topics in Rhetoric and Composition (Irregular). 3 Hours.

The study of special topics in the field of Rhetoric and Composition. Content will vary. May be repeated for up to 9 hours of degree credit.

**ENGL 3603 Writing Center Peer Tutor Pedagogy Class**

**Syllabus:**Course Description:Writing Center peer tutor pedagogy is a unique form of instructional expertise that is informed by both critical theory and learner-based strategies. Classroom teaching may not inform tutorial pedagogy; however, tutorial pedagogy’s focus on one-on-one interaction can inform classroom technique or philosophy. While students learn to critically evaluate and effectively articulate writer concerns, they will also learn to collaborate with writers and other tutors. The course recognizes the complexity of learning effective writing skills in the classroom and the importance of trained tutors in building literacy competency and academic flexibility in students in Arkansas public schools and in the matriculation of underrepresented Arkansas populations at the University of Arkansas.  
While the course is designed to prepare potential teachers to establish writing centers or tutorial programs after graduation with the support of University of Arkansas educational professionals, it is only an introduction to Writing Center theory, which is a rigorous area of scholarship in its own right.  
In this course, students will explore the theory and practice of peer consulting through class activities, readings, and discussions and through observing and participating in consultations. Students will use the opportunities offered to tailor their class work to best fit their academic goals and interests, although a heavy focus will be on tutoring writing across the curriculum and literacy issues.Required Texts:Bedford Guide for Writing Tutors. Ryan and Zimmerelli, 2010. ISBN-13: 978-0-312-56673-9 ESL Writers. Shanti Eds. Bruce and Ben Rafoth, 2009. ISBN-13: 978-0-86709-594-4  
Longman Guide to Writing Center Theory and Practice. Eds. Robert Barnett and Jacob Blumner, 2008. ISBN-13: 978-0-205-57417-9  
The St. Martin’s Sourcebook for Writing Tutors. Eds. Christina Murphy and Steve Sherwood, 2011.  
ISBN-13: 978-0-312-66191-5  
The Successful High School Writing Center. Eds. Dawn Fels and Jennifer Wells, 2011. ISBN-13: 978-0807752524  
  
Suggested Text:  
The Writing Center Director’s Resource Book. Eds. Christina Murphy and Byron L. Stay. 2006. SBN-13: 978-0805856088  
  
Assignments: Pedagogy Portfolio, Literacy Memoir, Civic Literacy Research Project, Article Review, Article for Peer Centered or The Dangling Modifier, On-Location WC Space Analysis ; Correspondence with WCA or WPA professionals, Literacy Research Paper, Literature Review Colloquium.  
   
I reserve the right to alter this syllabus due to scheduling considerations for guest speakers or field trips.--klm  
Week One  
Jan. 15 Introductions and Orientation: Naming; Portfolio discussion. Jan. 17 Literacy History Archives: What we bring to tutoring.  
Week Two  
Jan. 22 “Why We Tutor: Reading Responses and Writing Activities” (PT 1); “The Writing Process” (PT 11).  
Jan. 27 Literacy Memoir Due; “The Tutoring Process” (PT 25); “Examining Expectations” (PT 47).  
  
Week Three  
Jan. 29 “What Tutoring Isn’t” (Blackboard); “Power and Authority in Peer Tutoring” (SM 112); “Censoring Students” (Blackboard); “The Use of Force” (Blackboard).  
Jan. 31 “Observing in the Center” (PT 61); “The Writing Center as a Workplace” (BG 1).  
  
Week Four  
Feb. 5 Article Review due; “The Idea of a Writing Center” (WCT 63); “Revisiting ‘The Idea of a Writing Center’” (WCT 79).  
Feb. 7 Observations Begin (Once a week until tutoring begins); “Collaboration, Control, and the Idea of a Writing Center” (WCT 92); “Writing Centers: Historical and Theoretical Contexts” (PT 141).  
Week Five  
Feb. 12 Observation discussion; “Our Little Secret” (WCT 41); “Writing as Healing: Writing Letters as Literate Action” (Blackboard).  
Feb. 14 Service Learning articles (Blackboard).  
Week Six  
Feb. 19 “Tutoring Practice” (PT 73); Minimalist Tutoring (WCT 219).  
Feb. 21 Action Letter due; “What if? “(PT 169); “Reading in the Writing Center” (PT 103).  
  
  
Week Seven  
Feb. 26 Collaboration is Not Collaboration (WCT 272); “Coping With Different Tutoring Situations” (BG 99); “Using Tutorial Principles to Train Tutors” (Blackboard).  
Feb. 28 Literacy Research Paper due; “Crossing Thresholds: Creating a Peer Tutoring Program” (Blackboard).  
Week Eight  
Mar. 5 Semester Project Discussion; “Writing Center Research” (PT 127); “The Writers You Tutor” (BG 58).  
Mar. 7 “Theoretical Perspectives on Learning a Second Language” (ESL 18); “Meeting in the Middle: Bridging the Construction of Meaning with Generation 1.5 Learners” (91).  
  
Week Nine  
Mar. 12 “A(n)/The/Ø Article About Articles” (ESL 105); “Working with ESL Writers” ( PT 117); “Addressing Racial Diversity in a Writing Center: Stories and Lessons from Two Beginners” (SM 302). Prompt in class.  
  
Mar. 14 “World English,” Dr. Mohammed Abdalhadi.  
  
Week Ten  
Mar. 17 Tutorials Begin in WCOB. (Once a week through April 28. Tutorial Reflections due each Tuesday.); Learning Disabilities in the Writing Center“ (SM 249); “Transcending ‘Conversing’ ” (Blackboard); “Cultural Conflicts in the Writing Center” (Blackboard); “Reflecting on the First Session” (Blackboard).  
  
Mar. 19 “The High School Learning Center/Lab” (Blackboard); “Goals and Philosophies of High School Writing Centers” (Blackboard); “Staffing the Writing Center” (Blackboard); “Training Peer Tutors for the Secondary School Writing Center” (Blackboard).  
  
Week Eleven  
  
Mar, 24-March 27 SPRING BREAK  
   
Week Twelve  
Mar. 31 Literature Review due; “Supervising” (Blackboard); “Keeping Records in the Writing Center” (Blackboard); “Bottom Up or Top Down: A Case Study of Two Secondary School Writing Centers” (Blackboard); Guest: Jeannie Waller, Writing Center Director.  
Apr. 2 Space: On site evaluation TBA; “Designing a Strategic Plan for a Writing Center; (Blackboard).”Getting Beyond Mediocrity: The Secondary School Writing Center  
as Change Agent" (Blackboard).  
  
Week Thirteen  
Apr. 7 “The Idea of a High School Writing Center“ (HS 28); “Building a Peer Tutoring Program“ (HS 39); “What State Auditors Taught Me About Writing Center Evaluation” (HS 114). Skype Interview: Dawn Fels.  
  
Apr. 9 The Multimodal Writing Center” (SM 326); Online Tutoring” (Blackboard); Computers Interact with Writers and Tutors (Blackboard). Guest Lecture: Cannon Varnell.  
  
Week Fourteen  
Apr. 14 Space (Field trip). FHS with Katie Stueart.  
Apr. 16 Presentation Preparation or Presentation Development for Colloquium Presentation.  
Skype interview: Pam Childers.  
  
Week Fifteen  
Apr. 21 “Information Literacy and the Writing Center” (WCT 561); “Tutoring in a Digital Age” (BG 74) “Interdisciplinary and On-Line Tutoring” (PT 155).  
  
Apr. 23 Colloquium presentation preparation.  
  
Apr. 28 Project Reflection due; Colloquium (Undergraduate and Graduate Students).  
  
May 2 Colloquium, continued; Portfolios due. May 5 Final: Colloquium continued. (8-10 am).

##### ENGL 3743. Topics in Nineteenth-Century British Literature and Culture (Irregular). 3 Hours.

The study of literature of the 19th century, with attention to particular themes, genres, authors, literary movements, historical movements, or other organizing principles. Course content varies. May be repeated for up to 9 hours of degree credit.

**Syllabus:**

ENGL 3743/4933: Frankenstein: A Multimedia Cultural History  
Fall 2017  
Email: lissette@uark.edu  
Office Hours: Mondays 2:00-5:00 pm by appointment only.  
Additional times may be scheduled as requested depending on availability.  
Cell / Voicemail: 814-571-9546, for emergencies or late arrivals to meetings. Email otherwise.  
Class Meetings: Mondays, 10:45am-1:30pm  
  
Description  
Mary Wollstonecraft Shelley’s Frankenstein; or, The Modern Prometheus is both an exemplary novel of British Romanticism and one of the most widely recognized cultural narratives. The novel invites interpretive possibilities from literary, historical, and cultural theoretical perspectives. Much of the narrative’s longevity is tied to its adaptation history—which began in 1823, just five years after the novel’s appearance in 1818. This course will trace the cultural history of Frankenstein from novel to stage to political cartoons to film to television to graphic novels to children’s and young adult fiction. We will meet many “Frankensteins” and examine these cultural adaptations in light of their individual historical and cultural moments. Assigned texts, plays, films, etc. will be supplemented by select theoretical and critical readings from varying perspectives including but not limited to adaptation theory, gender and sexuality studies, critical race theory, postcolonial studies, and disability studies. In addition to giving students an in-depth view of the Frankenstein story’s cultural evolution over two centuries, the course will serve as an introduction to adaptation studies (an interdisciplinary critical method heavily grounded in film and media studies). The course will provide students with a critical framework for understanding storytelling over a wide range of media, including novel, stage, film, serial television, short-form online video content, comic books, and other visual media. We will discuss the historical contexts of the adaptations in relation to media history and their respective socio-political contexts. Students from a wide range of disciplines and specializations are welcome, including English (Literature and Creative Writing), Communication, Education, History, Philosophy, Theater, Fine Arts, etc.; assignments will be tailored for student’s individual curricular needs. Students will be asked to view several films out of class and to discuss them during class meetings; in addition to the required texts below, subscription to Netflix, Amazon Prime (or another movie rental site) is strongly recommended.  
  
Required Texts  
• Mary Wollstonecraft Shelley, Frankenstein. (Longman edition) ISBN 978-0321399533.  
• Sergio Sierra and Meritxell Ribas, Frankenstein: A Dark Graphic Novel ISBN: 978-1464401046  
• Gris Grimly’s Frankenstein. ISBN: 978-0061862984  
• Victor Lavalle’s Destroyer (Issues #1-6, 2017)  
Additional readings are available on Blackboard. http://learn.uark.edu Access to streaming movie rental sites such as Netflix, Amazon, etc.  
  
Assignments  
15% Attendance, Active Class Participation, and Professionalism  
15% 7 Twitter posts to @19cToday. (Posts are due by noon on Sundays.) 35% Final Project: Research Paper (12-15 pages) OR equivalent project 15% Poster presentation (based on final project)  
20% Final Exam  
Grade Scale: A=(90-100); B=(80-89); C=(70-79); D=(60-69); F=(59 or below)  
   
Film/Television List  
Students are responsible for watching the films/television shows listed below by the date listed on the syllabus except for titles that have been designated for in-class screenings. Most titles are available on Netflix, Amazon Prime, or other streaming sites. Some titles are also available at the Fayetteville Public Library or Mullins Library.  
  
Attendance Policy: Students are expected to attend every class listed on the course schedule below. Students should come to class having read the day’s assigned reading and prepared to discuss the material. Students may miss one (1) class meeting without penalty. Students who miss more than one class will have their participation grade docked 10% for each additional absence. Exceptions will be made in the case of emergencies, prolonged illness, University-sanctioned activities, military or civil service, and religious observances with proper documentation. Students are responsible for making up all missed work and must make arrangements with the professor on an individual basis. “During the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance” (Academic Regulations, University of Arkansas Catalog of Studies). The professor reserves the right to fail any student who misses more than 7 undocumented absences throughout the course of the semester, regardless of performance on graded assignments.  
  
Participation Grade: Fifteen percent of the final course grade will depend on active class participation, which means attending class regularly, completing all of the readings/viewings by the assigned due date, being attentive, and actively contributing to class discussions. Students who attend class regularly (no more than 1 absence) and have a passing average on quizzes will automatically receive a 70% for their participation grade. Higher grades will be awarded based on regular contributions to class discussion.  
  
Extensions/Due Dates: All assignments are due on the day(s) indicated. Late assignments will be penalized 5% for each day that it is late. If you need an extension, send the professor an email requesting an extension at least 48 hours prior to an assignment’s due date. Verbal extensions must be confirmed via email in order to be valid.  
  
Academic Integrity: All students should familiarize themselves with University of Arkansas policies regarding academic dishonesty. “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’” at http://provost.uark.edu/457.php. “Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” — Office of the Provost and Vice-Chancellor for Academic Affairs. Academic dishonesty will not be tolerated in this class. All cases will be handed over to Academic Affairs. Proven cases will result in a failing grade for the course.  
  
Course Content and Discussion: Course content and discussion will often include sensitive and/or controversial topics including: race, sex, gender, religion, nationality, politics, etc. Many of the texts on the syllabus contain allusions to or graphic depictions of murder and violence including sexual violence. Discussions of these texts and issues will focus on their historical contexts, as well as literary and cultural significance. All students are expected to discuss these topics maturely and respectfully. If you experience extreme difficulty with any of these topics, you must see the professor individually during office hours to voice your concerns early in the semester.  
  
Course Policy on Technology  
Students may not record my lectures in any format (audio or video). Students are allowed to take pictures of the whiteboard at the end of class. Students may not share notes for this course with  
   
individuals outside of class. Selling notes to third-party providers is expressly forbidden and will be addressed as an infringement of the professor’s intellectual property. You may, however, share notes with other students enrolled in the course.  
  
Students may take notes on their laptops. Laptops should not be connected to the internet and other data/wifi should be disabled. Students found using their laptops for activities not related to the course will have their participation grade docked. To avoid distracting other students, laptop users should sit toward the back of the classroom unless special accommodations are required. Turn off/silence all phones and other devices at the start of class, and do not text during class. No technology is permitted during exams or quizzes.  
  
Email and Blackboard: Reading and answering emails is a basic part of professional interaction. Students are responsible for checking their email regularly and responding when appropriate. The professor will send announcements via email as well as feedback for assignments. Grades will be posted on Blackboard. If the professor sends you an individual email with feedback on an assignment or requesting a meeting, you should respond appropriately. I will respond to emails within 48 hours.  
  
Discrimination and Sexual Harassment: Anyone experiencing discrimination and/or sexual harassment at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance.  
  
Alternative Accommodations and Formats: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, contact me at the beginning of the semester to make arrangements. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479– 575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Inclement Weather and Emergency Procedures: When the university is closed, all classes are also cancelled. In keeping with the detailed instructions found at http://emergency.uark.edu, if an emergency occurs during our class:  
• Always follow the directions of the instructor or emergency personnel.  
• If told to evacuate, do so immediately.  
• If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.  
• If you cannot get to the lowest floor, pick a hallway in the center of the building.  
  
Emergency and Safety Policies and Procedures  
In the event of armed assailants or physical attacks (CADD):  
• CALL—9-1-1  
• AVOID—If possible, self-evacuate to a safe area outside of the building.  
• DENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.  
   
• DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
• TEXT or CALL UAPD at 479-575-2222  
All students must familiarize themselves with the procedures, guidelines, and policies—including up-to- date concealed carry policies as they change—provided by the Univerity of Arkansas at http://safety.uark.edu.  
  
Tentative Course Schedule  
Wk Date Topic/Assignments  
1 08/21 Introduction to the Course; In-class screenings: TBD, Frankenstein and its themes  
2 08/28 Frankenstein’s Aesthetic and Literary Contexts  
- Reading Due: Mary Wollstonecraft Shelley, Frankenstein (1818 novel), Volume 1 Additional Readings Due (on Blackboard):  
- selection from Edmund Burke, The Sublime and the Beautiful  
- Percy Bysshe Shelley, “Mont Blanc”  
- Samuel Taylor Coleridge, “The Rime of the Ancient Mariner”  
- selection from John Milton’s Paradise Lost  
- Lord Byron, Manfred, Act I  
3 09/04 No Class – Labor Day  
4 09/11 Frankenstein’s Political and Social Contexts  
- Reading Due:  
Mary Wollstonecraft Shelley, Frankenstein (1818 novel), Volume 2 & 3 Additional Readings Due (on Blackboard):  
- selection from Mary Wollstonecraft, A Vindication of the Rights of Woman  
- selection from Thomas Paine, The Rights of Man  
- selection from William Godwin, Political Justice  
- Jeffrey Jerome Cohen, “Monster Culture (Seven Theses)”  
5 09/18 Introduction to Adaptation Theory  
Readings Due:  
- Diane Long Hoeveler, “Frankenstein, Feminism, and Literary Theory”  
- Julie Grossman, “Introduction” to Literature, Film, and Their Hideous Progeny: Adaptation and ElasTEXTity  
- Linda Hutcheon and Gary Bortolotti, “On the Origin of Adaptations: Rethinking Fidelity Discourse and ‘Success’ Biologically”  
- Thomas Leitch, “Between Adaptation and Allusion”  
In class clips of select Frankenstein adaptations not covered later in the syllabus (TBD)  
6 09/25 19th Century Stage: Early Melodramas  
Reading Due:  
- Richard Brinsley Peake, Presumption; or, The Fate of Frankenstein (1823)  
- Henry Milner, Frankenstein; or, The Man and the Monster (1826)  
- Anonymous, “The Monster Made By Man” (1825)  
7 10/02 The Universal and Hammer Films Sequences  
 Reading Due:  
   
  
- Esther Schor, “Frankenstein and Film”  
- Andrew Mangravite, “The House of Hammer” Films Due:  
- Frankenstein (1931) \*purchase or rent Amazon Prime Video  
- Curse of Frankenstein (1957) \*purchase or rent Amazon Prime Video In Class Screening:  
- scenes from Revenge of Frankenstein (1958) and other clips from the Universal and Hammer franchises  
8 10/09 Frankenstein and Comedy  
Readings Due:  
- Linda Hutcheon, from A Theory of Parody  
- Another Piece of Presumption (1824)-Blackboard  
- Frankenstein; or, The Model Man (1849)-Blackboard Film Due:  
- Young Frankenstein (1974) \*purchase or rent Amazon Prime Video  
  
In class screening: -scenes from Abbott and Costello Meet Frankenstein (1948)  
9 10/16 Fall Break – No Class  
10 10/23 Neo-Romantic/Neo-Victorian  
Reading Due:  
- Diane Sadoff, selections from Victorian Vogue: British Novels on Screen  
Films Due:  
- Mary Shelley’s Frankenstein (1994) \*purchase or rent Amazon Prime Video  
- Victor Frankenstein (2015) \*purchase or rent Amazon Prime Video  
- Penny Dreadful (2014-17), Season 1, episodes 1-3  
  
Assignment Due: 1-page proposals for final project (automatic 15% deduction on final projects that do not include an accepted proposal)  
11 10/30 Frankenstein and Gender  
Reading Due:  
- Ann Marie Adams, “What’s in a Frame?: The Authoring Presence in James Whale’s Bride of Frankenstein”  
Films/TV Due:  
- Bride of Frankenstein (1935) \*purchase or rent Amazon Prime Video  
- Frankenstein Created Woman (1967)  
- Frankenstein, M.D. (Web series available on YouTube)  
  
In-class screening: clips from Lady Frankenstein (1971), Buffy the Vampire Slayer, “Some Assembly Required” (Season 2, episode 2, 1998), and Penny Dreadful (2014-17)  
12 11/06 Graphic Novels  
Readings Due:  
- Scott Mcloud, “Blood in the Gutter” from Understanding Comics  
- Sergio Sierra and Meritxell Ribas, Frankenstein: A Dark Graphic Novel (2012)  
- Gris Grimly’s Frankenstein (2014)  
   
  
13 11/13 Frankenstein, Race, Revolution  
Readings Due:  
- Victor Lavalle’s Destroyer (2017, issues #1-6)  
- Harry Benshoff, “Blaxploitation Horror Films: Generic Reappropriation or Reinscription?”  
Film Due:  
- Blackenstein (1973)  
  
In class television shorts: Mary Shelley’s Frankenhole: “Hyralius, Mutant Monster” and other shorts  
In-class lecture: Frankenstein and Race since the 19c  
14 11/20 Cyborgs and Posthumans  
Reading Due:  
- Jay Clayton, “Frankenstein’s Futurity: Replicants and Robots” Film/Television Due:  
- Frankenstein (2007) \*purchase Amazon Prime Video  
- Frankenstein (2015)  
- Splice (2009)  
  
In-class clips from Buffy the Vampire Slayer (1997-2003) season 4: “Goodbye Iowa” (ep. 14), “The Yoko Factor” (ep. 20), and “Primeval” (ep. 21)  
15 11/27 Frankenstein for Kids!  
Reading Due:  
- Henry Jenkins, “Adaptation, Extension, Transmedia” available online http://www.salisbury.edu/lfq/\_issues/first/adaptation\_extension\_transmedia.html  
Films Due:  
- Frankenweenie (2012, full movie)  
- Frankenweenie (1984 short film on YouTube)  
  
In-class Screening: scenes from Alvin and the Chipmunks Meet Frankenstein (1999) and other selections for children  
  
In-class reading: collection of Frankenstein-inspired children’s books  
16 12/04 Poster Presentation Session  
 (create a research poster or other visual display based on your final project)  
12/07 Friday: Final Projects Due  
Final Exam Scheduled for Finals Week. Date, Time, and Room TBA.  
  
Twitter Guidelines  
Each student will post a total of 7 items to the class Twitter feed @19cToday. One post per week. To receive full credit, each Tweet should include a picture or link to an interesting Frankenstein-themed item found online and a 140-character description. Students should not replicate any items already found on the @19cToday Twitter Feed. Posts are due Sundays. Posts should add to in-class discussions, drawing new Frankenstein-focused adaptations (any genre), objects, news articles, or similar items from around the Internet. The goal of this assignment is for students to make connections between the materials  
   
covered in class and other related adaptations to show that what is covered in class is by no means an all- encompassing, comprehensive take on adaptation.  
  
Final Project Guidelines  
Students may choose one (1) of the following three (3) options for their final project. Students are expected to work on their course projects throughout the semester. Successful projects will typically require 40 hours of individual work.  
  
1. Research papers should be 15 double-spaced pages (1” margins, 12 pt Times New Roman) and have a clearly articulated, argumentative thesis. The paper should cite at least 6 secondary sources in addition to any primary sources used throughout the paper. (Films and other adaptations are primary sources.) The secondary sources may be scholarly books, chapters in edited collections, or articles published in scholarly journals/refereed websites. Popular websites, book reviews, blogs, and other non-peer-reviewed online sources may not be used to satisfy the research requirement. This assignment is best suited for students interested in pursuing graduate school / advanced research in the arts and humanities.  
  
2. Creative projects will have the following page lengths determined by genre.  
• Poetry: 12-15 pages (long poem or sequence)  
• Prose: 15-20 pages  
• Drama: 20-25 pages (including stage directions)  
• Illustration/Graphic/Video/Podcast adaptations: TBD in close consultation with the professor.  
All creative projects must be accompanied by an artist’s statement/critical commentary of at least 2 single-spaced pages. Creative projects should engage not only with the source text, but also demonstrate some familiarity with Frankenstein’s adaptation and media history. Poetry and Prose are only open to students who have declared a creative writing concentration.  
  
3. Educational Media Resource: Students interested in pursuing careers in education or in fields that require demonstrated skill in visual technologies may choose to create a comprehensive resource to guide others on a particular topic related to Frankenstein. Students interested in this option will work closely with the professor to establish guidelines/parameters for their projects.  
  
OPTIONS 2 and 3 are open to groups of 2-3 students. Proposals for these projects should clearly indicate how each student will contribute approximately 40 hours of individual work toward the final product.

##### ENGL 3853. Topics in African-American Literature and Culture (Irregular). 3 Hours.

The study of works of African American literature, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. May be repeated for up to 9 hours of degree credit.

This course is cross-listed with [AAST 3853](http://catalog.uark.edu/search/?P=AAST%203853).

**Syllabus:**

ENGL 3853 Topics in African American Literature   
Soul Food: African American Identity and the Politics of Food  
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Instructor: Constance Bailey Email: crbailey@uark.edu  
Phone: (479) 575-4301 Office: Kimpel Hall 716  
Class Meeting Time: Tu/Th 3:30-4:45 Location: Science Engineering 0204   
Office Hours: Wednesdays 1:00-5:00; By Appointment  
  
  
Course Description:  
  
This course will expose you to a variety of African American writers and cultural texts ranging from Toni Morrison to Dave Chappelle; however, rather than a more traditional exploration of the works by these individuals, in this course we will critically read and evaluate the texts using foodways as a critical framework. Literary texts and cultural productions ranging from Wright's Black Boy to sketches about "The Itis" continue to attest to the evolving function of food and its scarcity among African Americans. In this course, however, we want to complicate this understanding of food. Among other things, we will explore how food can contribute to boundary maintenance and social class distinctions. Most importantly, using texts including the film Soul Food, Marlon Riggs' documentary Black Is, Black Ain't, Gloria Naylor's Mama Day, and Toni Morrison's Tar Baby among others, we will explore how food has been used to create or undermine personal and communal identities.  
  
Course Goals   
  
There are many goals for this class. More than can be listed here; however, some of the major goals for this course are as follows:   
  
• To provide opportunities to hone interpretive and argumentative skills through exposure to a variety of literary works.  
• To further develop formal academic writing skills, including drafting and revision, using primary and secondary sources and employing MLA (Modern Language Association) citation methods.  
• To apply important terms and concepts relevant to the study of literature of African American literature and folklore.   
  
Required Texts  
  
Gloria Naylor, Mama Day  
Toni Morrison, Tar Baby  
Richard Wright, Black Boy  
Kevin Young, The Hungry Ear  
   
Other texts will be available via handout or Blackboard. Please be sure to consult your syllabus. You will be required to access and download these materials and bring them to class or have the electronic versions available.   
  
Course Requirements  
  
Assignments  
  
Response Papers/Informal Responses (10%): Over the course of the semester, you will write 10 response papers/microthemes, approximately 1 for each week of the semester not including the first week, Fall Break, and the Thanksgiving holiday. Your responses should be at least 500 words, typed, and double-spaced unless otherwise specified. You will submit an electronic copy via Blackboard. Some weeks I will provide guide questions for you, but more often than not, I will not. In the absence of a topic, your responses should be analytical, interpretative, or reflective. You may critique one or more aspects of the work or you may question the importance or implications of the piece. They MUST NOT summarize the work. Although you will submit these prior to our discussion each week, you may still occasionally be asked to generate a written response to the reading in class. Responses are due by 12:00 pm the day of class. Late responses will NOT be accepted.   
  
Quizzes (5%): Occasionally we will have reading quizzes to ensure that you are keeping up with the reading. (I do not give make-up quizzes).  
  
Formal Writing: This category will be subdivided into several assignments. For each submission, you will be required to submit both a hard copy of the paper and an electronic copy. All formal assignments will be given a detailed assignment sheet and rubric at least one month prior to the final assignment due date.  
  
\*a. Conference Paper (20%) Before the close of the semester you will submit a conference length paper, approximately 8-10 pages. Prior to the final submission, around the middle of the semester, you will submit a topic proposal that will need to be approved.   
  
b. Analytical/Critical Article Response (15%): You will be required to submit one analytical response that is approximately 3-5 pages long. This essay requires you to read and critique a scholarly journal article about one of the course readings.   
  
c. Group Project (15%): You will complete one group project this semester requiring you to research the cultural background of the group the novel is based on and give a multimodal modal presentation that emphasizes the foodways of the group, among other things.   
  
d. Collection Assignment (15%): Once this semester you’ll be required to collect and examine a tradition surrounding food in your family. Your analysis should explicitly take into consideration gender and class. (Approximate length, 2-3 pages)  
  
e. Final Exam (20%): Half the final exam for this course will be comprised of a take home essay. The remaining portion will be a variety of questions based on the cumulative knowledge you’ve attained over the course of the semester.   
  
Participation  
You are enrolled in the class, which means you are expected to be an active and engaged participant in our learning community.   
  
COURSE POLI CI ES AND PROCEDURES  
  
Accommodations  
  
Students who have a special need for accommodations or support to facilitate full inclusion of all aspects of the course should make an appointment with the instructor during the first week of the semester so that necessary classroom adjustments can be made. University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. Please note, you must first verify your eligibility for these through the Center for Educational Access (call 575-3104 or visit http://cea.uark.edu for more information on registration procedures).  
Available Support  
  
The Enhanced Learning Center (ELC) is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at http://elc.uark.edu to learn more about their programs and services. Also, the Counseling and Psychological Clinic (CAPS) offers a range of mental health services (575- 2277).  
  
Inclement Weather Policy & Class Cancellation  
  
If the university is closed due to inclement weather, we will not have class. Please call the university weather "hotline" at 575-7000 or access the university main webpage (www.uark.edu) for university closing or delay information. Students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions.   
  
Professional & Respectful Conduct  
  
Students are expected to maintain professional and respectful conduct while in the classroom and group meeting/activities outside of the classroom. This includes respecting the opinions of others and avoiding derogatory or "cutting" statements and body gestures, and refraining from talking while others are talking and working on other assignments while the instructor or others are presenting to the class.   
  
Additionally, although legally Arkansas does not require permission to tape record or videotape, students are not allowed to take pictures of or record (audio or video) the instructor or students during any class meetings, or share information provided in classes, or post on the web any information without expressed and/or written consent.   
  
Electronic Devices  
  
The use of electronic devices (laptops, iPads, kindles, smart phones, etc.) in class is encouraged for educational purposes (research, illustration, instruction, note taking, etc.). While cell phones are permitted, students are expected to silence them during class. If an unexpected circumstance arises requiring cell phone attention and action, students are expected to respond with minimal disruption to the class. This policy may be revoked at the discretion of the instructor. The use of electronic devices in class for any other purpose (texting, recording, videotaping, or photographing without written consent, etc.) falls under the guidelines for professional and respectful conduct and will be addressed accordingly.   
  
Attendance: This is a discussion class that requires that you prepare for and attend class. Because illness and emergencies may occasionally make it impossible for you to attend class, you are allowed 4 absences without penalty. Please use them wisely. Accruing more than 4 absences will result in a failing grade for the course. Repeated tardiness will count towards your absences. If you come in late, it is your responsibility to see me after class to make sure that you were marked present, as I cannot stop class every time a student walks in late.   
  
Email Policy: The best way to contact me outside of class is via email. I check my email frequently Monday-Friday from 9:00AM-5:00PM. Although I may respond on weekends, there is no guarantee that you will receive an immediate response. You should always write to me at my official UARK email account, and remember to sign your name (first and last) within the body of the email.  
  
Appropriate uses of email: To cancel or set up an appointment, to contact me in the event of an emergency, to ask for assignment clarification more than 1 day in advance, or to inform me of a problem with the Blackboard site.  
  
Inappropriate uses of email: To find out what you missed when you were absent from class, to receive feedback on essay drafts, to find out your grade or my assessment of your classroom performance. I will happily address all of your concerns and provide assistance outside of class during my scheduled office hours or other appointment times as needed— you need only ask.   
  
Class Netiquette   
  
Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.  
 Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.  
  
Grading Scale:  
  
90-100% = A  
80-89% = B  
70-79%= C  
60-69%= D  
Below 60%= F  
Course Calendar  
PLEASE NOTE: THIS CALENDAR IS SUBJECT TO CHANGE. IT IS YOUR RESPONSIBILITY TO KEEP UP WITH ANY MODIFICATIONS TO OUR SCHEDULE.  
Date Class Discussion Due Dates  
   
T 8/23 Course Introduction, Review Syllabus, Classmate biographies   
R 8/25 What are foodways? Selected sketches   
  
   
   
T 8/30 Discuss “More Than Just the Big Piece of Chicken,” (http://0-site.ebrary.com.library.uark.edu/lib/uark/reader.action?docID=10635083&ppg=122); Introduce Naylor   
  
R 9/1 Mama Day, pgs 1-52   
   
T 9/6 Mama Day, pgs. 52-107   
R 9/8 Mama Day, pgs. 107-160   
   
T 9/13 Mama Day, pgs. 160-226   
R 9/15 Mama Day, pgs. 226-259   
   
T 9/20 Mama Day, finish novel, Black Is, Black Ain’t Group One Presentation  
R 9/22 Black Is, Black Ain’t   
   
T 9/27 Tar Baby, Chapters 1-3   
R 9/29 Tar Baby, Chapters 4-6   
   
T 10/4 Tar Baby, Chapters 6 & 7   
R 10/6 Tar Baby, Finish Novel Group Two Presentation  
   
T 10/11 The Hungry Ear, Selected Poems   
R 10/13 The Hungry Ear, Selected Poems Topic Proposal Due  
   
T 10/18 University Fall Break October 17 & 18   
R 10/20 Library Instruction Session   
   
T 10/25 Black Boy, Chapters 1 & 2   
R 10/27 Black Boy, Chapters 3-5   
   
T 11/1 Black Boy, Chapters 6-10   
R 11/3 Black Boy, Chapters 11-14   
   
T 11/8 Black Boy, Chapters 15-17   
R 11/10 Black Boy, Finish Novel Group Three Presentation  
   
T 11/15 Soul Food   
R 11/17 Soul Food cont.   
   
T 11/22 In Class Workshop, Critical Article Review; Final Due November 23 Critical Article Review Draft  
R 11/23 University Thanksgiving Holidays November 23-25   
   
T 11/29 The Princess and the Frog   
R 12/1 The Princess and the Frog cont. Collection Assignment  
   
T 12/6 Workshop conference papers   
R 12/8 Final Exam Review Conference Paper  
 Final Exam Tuesday, December 13, 3:15-5:15

##### ENGL 3863. Topics in Literature and Culture of the American South (Irregular). 3 Hours.

The study of works of literature of the American South, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 9 hours of degree credit.

**Syllabus:**

THE POP SOUTH  
  
August Intersession 2015 (August 3-14) 12PM-5:35PM MTWThFS  
KIMPEL 301  
ENGL 3863: Literature and Culture of the American South: The Pop South ENGL 4573: Major Literary Movements: The Pop South  
ENGL 5723: Advanced Studies in the Literature of the American South: The Pop South ENGL 6733: Seminar in Southern Literature: The Pop South  
  
Dr. Lisa Hinrichsen  
Associate Professor of English Kimpel Hall 231  
(479) 575-4694  
lhinrich@uark.edu  
Office hours: Daily before class + by appointment  
  
  
COURSE DESCRIPTION  
In this course we will survey how the U.S. South has been imagined and invented through popular culture. Through examining films, television, magazines, graphic novels, music, and other cultural artifacts from the early twentieth century to more recent postmodern examples—including advertisements, digital texts, architecture, products and industries, action figures, tours and re- enactments, monuments and memorials, and foodways—we will come to understand how popular representations of “the South” attest to the ways in which the region is an inherently complicated space. As we discuss the relationship between the U.S. South, visual culture, and print media, we will trace how popular culture speaks to national and transnational transformations, including changing modes of conceptualizing race, class, gender, and regional identity.  
  
Rather than view popular culture as a “bad object” of analysis associated with commercialism, consumerism, and a lack of authenticity, or as representative of “low” culture unworthy of scholarly attention, we will take it (mostly) seriously. In seeing popular culture as connected to intimacy and domesticity, individual and collective identity, memory, and the everyday, we will investigate how and why it traffics in fantasies about gender, sex, race, class, and region, and we will interrogate the way that pop representation defines, enacts, and sometimes resists disciplinary rubrics of sexual, racial, class, and gender norms that fundamentally shape everyday life.  
  
Expect a mix of cutting-edge theory combined with inventive, diverse primary “texts” as we interrogate the meaning and significance of pop culture as it pertains to the U.S. South.  
  
  
REQUIRED TEXTS  
No books are required. Films and television shows will be screened in class and required readings will be provided on Blackboard or will be easily accessible on the internet.  
  
COURSE REQUIREMENTS:  
   
DAILY QUIZZES (25%)  
Beginning on the second day of class, a quiz will be administered at the beginning of each session. The quiz will primarily cover the previous day’s material, though may also be cumulative.  
  
WRITING PORTFOLIO (25%)  
You will write response papers in each class. The purpose of this exercise is to allow you to develop your own critical point-of-view while engaging with the ideas introduced in lecture and assigned readings. You may write in the first person. Anecdotes, reflections, personal experiences, and autobiographical elements are acceptable when noted in the day’s prompt. You will collect your writings, type them up, and submit them as a portfolio for a grade on the final day of class. You must edit the content before submission.  
  
PRESENTATION AND DISCUSSION SECTION FACILITATION AND PARTICIPATION (20%)  
Each student will give a short in-class presentation. Details will provided on the first day of class. The discussion section will occur in the second half of most classes. Student leaders will be in charge of facilitating the day’s group discussion and submitting a write-up.  
  
FINAL EXAM (30%)  
A final exam will be administered at the end of the intersession course. The final exam will include definitions, identifications, and two long essay questions. The final exam will be CUMULATIVE. A review session will be held before the final exam.  
  
HOW TO SUCCEED  
Attend every scheduled class meeting. Arrive promptly for each class.  
Turn off your cell phone. Contribute to class discussion. Take notes.  
Treat your peers and professor with decency. Take notes in the margins of your texts.  
Take notes in your notebook. Use proper email etiquette.  
Form study groups and reading groups. Make use of the Quality Writing Center. Come to office hours.  
Proofread and edit.  
   
COURSE POLICIES  
  
Blackboard:  
This course will be managed by the Blackboard system. You can log in to Blackboard at learn.uark.edu. Through Blackboard I will post announcements and links to outside readings. A current version of the syllabus will remain uploaded on Blackboard all semester.  
  
Grade Scale: 90-100% A  
 80-89% B  
 70-79% C  
 60-69% D  
 0-59% F  
  
  
Academic Honesty:  
Failure to abide by the policies of academic honesty set forth by the University of Arkansas will result in a ZERO on the assignment in question. Students who break these rules will be turned in immediately to the College’s Academic Integrity Monitor and face additional consequences as determined by the Academic Integrity Board. Students are required to read and familiarize themselves with the University’s Academic Integrity Policy: http://provost.uark.edu/245.php  
  
ATTENDANCE  
Attendance is mandatory. You cannot pass this course if you miss more than one class. I will take roll at the beginning and the end of every class. If you miss roll, you miss the class. There is no need to email me with excuses or explanations for absences unless it is a documented medical emergency. Documentation for illness must be signed by the attending physician or an official representative of the doctor’s office.  
  
LATE PAPERS  
Your portfolio grade will drop one whole letter grade each day that it is late. Weekends count.  
  
INCLEMENT WEATHER  
In case of inclement weather, classes will be held as long as the university is open; please notify the instructor of record if you commute from out of the area and have trouble coming to campus. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.  
  
Classroom Decorum:  
No food is allowed in the classroom, but students may bring drinks with a lid or a cap. Cell phones must be silenced upon entering the classroom, and students are not allowed to use them until the session is over. Laptops are for note-taking only. Emails to instructors should be worded professionally. Please allow reasonable time for responses.  
  
Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable  
   
accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Discrimination and Sexual Harassment: Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).  
  
Quality Writing Center (Kimpel 315):  
As you draft your research paper, I encourage you to use the Quality Writing Center. Make appointments online at http://qwc.uark.edu/  
  
Emergency Procedures:  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
• If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
• Stay in the center of the room, away from exterior walls, windows, and doors  
  
Violence / Active Shooter (CADD):  
• CALL- 9-1-1  
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain  
there until told by police it’s safe.  
   
• DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
Additional Rules:  
If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.  
  
• You are not allowed to tape my lectures.  
• You are not allowed to take pictures of the PowerPoints or any other class material.  
• You are not allowed to post your notes from my lectures on note-sharing websites.  
  
COURSE SCHEDULE  
  
SAMPLE DAILY SCHEDULE  
  
FIRST HALF (12:00-2:30) WELCOME AND ROLL QUIZ AND REVIEW LECTURE  
  
SECOND HALF (2:45-4:45)  
WRITING EXERCISE AND REFLECTIONS DISCUSSION SECTION  
PART II OF LECTURE, FILM, SPEAKER, OR ACTIVITY  
  
AUGUST 3 INTRODUCTION TO THE COURSE  
What is/is not the South? What is Southern Literature? What is Popular Culture?  
• Nicole King, “Traveling to the Newer South of the Border” South Writ Large  
http://southwritlarge.com/articles/traveling-to-the-newer-south-of-the-border/  
• George Packer, “Southern Discomfort” The New Yorker (2013) http://www.newyorker.com/magazine/2013/01/21/southern-discomfort-4  
• Lynne Freely, “On Going to the Plantation Forever” Avidly (Fall 2012) http://avidly.lareviewofbooks.org/2012/12/04/on-going-to-the-plantation-forever/  
• Edward L. Ayers, “What We Talk About When We Talk About the South” http://xroads.virginia.edu/~drbr/ayers3.html  
• Jim Rutenberg, “Dueling Visions of the Old South” New York Times (2009) http://www.nytimes.com/2009/09/13/travel/13culture.html?pagewanted=all&\_r=0  
• Megan Garber, “How ‘Dukes of Hazzard’ Neutralized the Confederate Flag” http://www.theatlantic.com/entertainment/archive/2015/06/confederate-flag-pop-culture-  
phenomenon/396596/  
• Scott Romine, “Consumption” Forthcoming in Critical Terms for Southern Studies (Ed. Scott Romine and Jennifer Rae Greeson) (BLACKBOARD)  
   
AUGUST 4 CULTURAL STUDIES/ POPULAR CULTURE THEORY/ THEORIES OF THE U.S. SOUTH  
• “What is Popular Culture?” From John Storey, Cultural Theory and Popular Culture (2001)  
(BLACKBOARD)  
• George Lipsitz article, “Listening to Learn and Learning to Listen: Popular Culture, Cultural  
Theory, and American Studies.” American Quarterly 42.4 Dec 1990, 615-636 (BLACKBOARD)  
• Raymond Williams, “The Analysis of Culture” (BLACKBOARD)  
• FOR GRADUATE STUDENTS  
o Excerpt, Andreas Huyssen's After the Great Divide (1987) (BLACKBOARD)  
o Jon Smith, “Introduction: What Does an American Studies Scholar Want?” In Finding Purple America: The South and the Future of American Cultural Studies. (University of Georgia Press, 2013): 1-27. (BLACKBOARD)  
o Scott Romine, “Introduction.” In The Real South: Southern Narrative in the Age of Cultural Reproduction (Louisiana State University Press, 2008): 1-26 (BLACKBOARD)  
  
AUGUST 5 MEDIA-MADE DIXIE  
• Karen Cox’s The Pop South website http://southinpopculture.com/  
• Marc Smirnoff, “G&G Me With a Buccellati Silver Spoon! The OA Editor Objects to Media-Falsifications of the South.” Oxford American (Feb 23, 2012).  
• Southern Living magazine, Oxford American magazine, Garden and Gun magazine (Look at  
websites at home; examine copies in class)  
• Southern Lady Magazine (http://www.southernladymagazine.com/), The Bitter Southerner  
(http://bittersoutherner.com/), The South Writ Large (http://southwritlarge.com)  
• Excerpt from John Kirby, Media-Made Dixie (BLACKBOARD)  
• Southern Makers: http://southernmakers.com/  
• Excerpt from Tracy Thompson’s The New Mind of the South (BLACKBOARD)  
• FOR GRADUATE STUDENTS:  
o Excerpt, Karen Cox, Dreaming of Dixie: How the American South Was Created in Popular Culture (BLACKBOARD)  
  
AUGUST 6 THE SOUTH FOR SALE  
• Blake Lively’s Preserve.us, especially “The Allure of Antebellum”  
• https://www.preserve.us/blog/style/allure-of-antebellum/ and http://gawker.com/blake- livelys-fall-fashion-inspiration-is-slaveowners-1645661587  
• Reese Witherspoon’s website Draper James: http://www.draperjames.com/editorial#  
• http://jezebel.com/reese-witherspoons-southern-lifestyle-site-is-giving-me-1702619258  
• Riff Raff’s Dixie Love line: http://shopriffraff.com/collections/dixie-love  
• NuSouth Apparel (now defunct clothing line) http://www.va-  
interactive.com/inbusiness/editorial/bizdev/articles/nusouth.html http://www.cnn.com/2013/11/04/us/kanye-west-confederate-flag/  
• Dixie Outfitters: http://dixieoutfitters.com/pages/  
• Project Alabama: http://www.takepart.com/article/2013/01/18/alabama-chanin-profile  
   
AUGUST 7 THE CINEMATIC SOUTH  
• The GWTW Phenomenon: Gone with the Wind and its function in American Culture  
• SCREENING: Gone with the Wind (excerpts)  
• Examine tourism materials, collectibles, etc. related to GWTW  
• Patricia Yaeger, “Race and the Cloud of Unknowing in Gone with the Wind.” Southern Cultures.  
5.1(1999), 21-28. BLACKBOARD  
• Excerpts from Tara McPherson, Reconstructing Dixie: Race, Gender, and Nostalgia in the Imagined South. Durham: Duke UP, 2003. (BLACKBOARD)  
• GRADUATE STUDENTS:  
o Deborah E. Barker and Kathryn McKee, “Introduction: The Southern Imaginary.” In American Cinema and the Southern Imaginary. (University of Georgia Press, 2011): 1- 25.  
  
August 8 THE CINEMATIC SOUTH (Continued)  
• SCREENING: Talladega Nights (2006)  
• "'You Taste of America': Talladega Nights, Deliverance, and Southern Studies." Southerners on  
Film: Essays on Hollywood Portrayals Since the 1970s. Ed. Andrew B. Leiter. Jefferson, NC: McFarland Press, 2011. 217-229. (BLACKBOARD)  
  
August 10 THE CINEMATIC SOUTH (Continued)  
• SCREENING: C.S.A: The Confederate States of America (Dir: Kevin Willmott, 2004)  
• Jay Watson, “Mapping out a Post southern Cinema: Three Contemporary Films.” In American Cinema and the Southern Imaginary. (University of Georgia Press, 2011): 219-252.  
(BLACKBOARD)  
  
AUGUST 11: THE SOUTH WILL RISE AGAIN…AND AGAIN: THE UNDEAD TELEVISED SOUTH  
• True Blood  
• The Walking Dead (also note comic series)  
• Tara McPherson, “Revamping the South: Thoughts on Labor, Relationality, and Southern Representation” in American Cinema and the Southern Imaginary (BLACKBOARD)  
• M.O. Walsh, “Why Southern Gothic Rules the World” in The Guardian  
http://www.theguardian.com/books/2015/jul/04/southern-gothic-fiction-harper-lee-go- set-watchmen?CMP=share\_btn\_tw  
• GRADUATE STUDENTS:  
o Ted Atkinson, “Blood Petroleum”: True Blood, the BP Oil Spill, and Fictions of Energy/Culture. Journal of American Studies, 47, pp 213-229. (BLACKBOARD)  
o Matt Dischinger’s forthcoming chapter “The Walking Dead’s Postsouthern Crypts” (BLACKBOARD)  
  
AUGUST 12: TELEVISING SOUTHERN FOODWAYS: Get Cookin’ With Paula Deen  
• Examine pauladeen.com; apology video  
• Her racial remarks: https://www.youtube.com/watch?v=Q104ph1Zd9o  
• Today Show Interview: https://www.youtube.com/watch?v=9PL02LMD8Gw  
   
• Deep Frying a Turkey: https://www.youtube.com/watch?v=BE-IqwE4pUE  
• Fried Green Tomatoes: https://www.youtube.com/watch?v=9rPB-5fRaa0  
  
Read the following analysis articles: http://www.nytimes.com/2013/06/22/dining/paula-deen-is-a-no-show-on-today.html  
http://thinkprogress.org/alyssa/2013/06/20/2185391/tv-chef-paula-deens-plantation-nostalgia- and-the-resentments-of-racists/  
http://www.ibtimes.com/fighting-words/paula-deens-racism-our-good-ole-southern-fried- catharsis-1326503 http://www.slate.com/articles/double\_x/doublex/2013/06/paula\_deen\_is\_a\_racist\_as\_a\_southern er\_i\_know\_exactly\_where\_she\_s\_coming.html  
http://afroculinaria.com/2013/06/25/an-open-letter-to-paula-deen/ http://www.psmag.com/books-and-culture/what-feeds-racism-paula-deen-southern-living-61619 http://www.newrepublic.com/article/113708/paula-deen-melts-down-supreme-court-declares- southern-racism-dead  
• Concept of the “The Professional Southerner/Southernist”—see Ralph McGill, The South and the Southerner, pp. 24; Walter Hines Page, The Southerner, pp. 388; WEB DuBois’s review of The Birth of a Nation in Crisis; Roark Bradford’s “A Southerner Discovers the Professional Southerner” in The Saturday Review of Literature; Hubert Harrison, Paul A. Bove etc. (BLACKBOARD)  
• Excerpt from Writing in the Kitchen: Essays on Southern Literature and Foodways. Co-edited with  
David A. Davis. Jackson: University Press of Mississippi, 2014. (BLACKBOARD)  
• Also see The Southern Foodways Alliance webpage at www.southernfoodways.com (look especially at https://www.southernfoodways.org/film/)  
  
AUGUST 13 SOUTHERN (TELEVISED) REALITIES (AND IN-CLASS SOUTHERN FOOD POTLUCK!)  
• Karen Cox, “The South Ain’t Just Whistlin’ Dixie” New York Times  
http://www.nytimes.com/2011/09/18/opinion/sunday/the-south-aint-just-whistlin- dixie.html  
• “When Bravo Came to Charleston” http://www.nytimes.com/2014/04/20/fashion/Bravo-  
Charleston-Southern-Charm-reality-television.html  
• “Reality TV’s Explosion of Southern Stereotypes” (Washington Post):  
http://www.washingtonpost.com/entertainment/tv/reality-tvs-explosion-of-southern- stereotypes/2012/06/06/gJQA3bXbLV\_story.html  
• SCREENING: MTV’s True Life: “I’m a Southern Belle”  
(http://www.mtv.com/shows/truelife/true-life-im-a-southern-belle/1584227/playlist/)  
• Trailers for Buckwild, Party Down South, Southern Charm, Hot Grits, etc.  
• “The Southern Belle is a Racist Fiction” http://gawker.com/the-southern-belle-is-a-racist- fiction-1647358414  
• Hicksploitation in MTV’s Buckwild (Jimmy Dean Smith’s forthcoming essay, “White for the  
Harvest: Hicksploitation TV and the Colonial Model of Appalachian Exploitation”  
  
AUGUST 14 TAKE HOME FINAL EXAM  
DUE VIA EMAIL (LHINRICH@UARK.EDU) by 5pm.  
   
For Further Reading  
Cox, Karen. Dreaming of Dixie: How the American South Was Created in American Popular Culture. Chapel Hill: University of North Carolina Press, 2011.  
Hale, Grace Elizabeth. Making Whiteness: The Culture of Segregation in the South, 1890-1940. New York: Pantheon, 1998.  
McCracken, Grant. Culture and Consumption: New Approaches to the Symbolic Character of Consumer Goods and Activities. Bloomington: Indiana University Press, 1988.  
Ownby, Ted. American Dreams in Mississippi: Consumers, Poverty, and Culture, 1830-1998. Chapel Hill: University of North Carolina Press, 1999.  
Stanonis, Anthony J., ed. Dixie Emporium: Tourism, Foodways, and Consumer Culture in the American South. Athens: University of Georgia Press, 2008.

##### ENGL 3903. Special Topics (Irregular). 3 Hours.

Survey of a broad topical area related to literature and culture but not otherwise encompassed by the curriculum. Content varies. May be repeated for up to 9 hours of degree credit.

**Syllabus:**  
  
Welcome to the course. We admire your spirit—you’ve signed up to take a course from a Tibetan Buddhist monk & an American professor of English, and that’s probably not something you figured on doing when you came to Arkansas. We’ll try to make it worth your while.  
  
Course Disclaimer—although the course is cross-listed under the headings Political Science, English, and Humanities, we’re not political scientists, only one of us is an English professor, and both of us are casual humanists, which means only that we care about the fate of humans on our planet during this century and in the centuries to come—which distinguishes us from no one, we realize, that you’d care to spend time around.  
  
Nor does this course offer an impartial analysis of violence or nonviolence. We believe that the latter is an effective and under- utilized response to the former. No less, no more.  
  
We each bring something different to the lectern. As a Buddhist monk and political refugee, Geshe has given his life to the principles of nonviolence, and he’s mastered the Indo-Tibetan philosophical tradition that lies behind nonviolence. As an English professor, I’ve been reading and analyzing texts of all kinds for decades, and I’ve been informally studying Asian spiritual and philosophical traditions since I was a kid, if you call being fourteen a kid.  
  
Our intention is to accomplish two things: 1) Introduce you to the most important voices in the literature devoted to explaining, defending, and promulgating nonviolence; 2) Provide you with the fundamental information you might need should you find these ideas attractive or powerful enough to help you confront aggression, conflict, and violence in your own lives.  
   
“That the project of peace should appear visionary to great numbers of sensible men; should appear laughable, even, to numbers; should appear to the grave and good- natured to be embarrassed with extreme practical difficulties, is very natural.” — from “War,” by Ralph Waldo Emerson  
  
**Professor Sidney Burris Geshe Thupten Dorje**e  
  
The Literature of Nonviolence  
  
ENGL 3903 | HUMN 4253 | PLSC 3903  
J.B. Hunt 146 | Monday: 600-845 Old Main 517  
Office Hours: WF mornings, 8-11 or by appointment  
  
575-2509  
  
Email:  
  
sburris@uark.edu | tdorjee@uark.edu  
   
  
COURSE DESCRIPTION: The philosophy and practice of nonviolence are venerable disciplines that reside in every major religious tradition and stand at the beginning of Indian spirituality in the ancient tradition often known as Hinduism. Yet to this day, nonviolence, or ahimsa in Sanskrit, remains a marginal topic, often ignored in serious discussions of protest and civil disobedience. In this class, we will read a few of the classic texts that make the case for nonviolence, as well as spend a generous portion of our time looking at a few contemporary applications of the philosophy. The two in-class examinations will be objective, multiple-choice. SO MAKE SURE & BRING A SCANTRON TO CLASS ON THOSE TWO EXAM NIGHTS. You will find  
information on the group reports and film project on the website.  
  
COURSE WEBSITE: http://bit.ly/nonviolencelit  
  
TEXTS (available in University Book Store, Garland Street)  
  
• Armstrong, Karen—Twelve Steps to a Compassionate Life  
• Chernus, Ira—American Nonviolence  
• Gandhi, Mahatma—On Nonviolence  
• King, Martin Luther Jr.—Stride Toward Freedom  
• Nagler, Michael—The Nonviolence Handbook  
  
COURSE REQUIREMENTS  
  
First Exam 100  
Second Exam 100  
Film Project 50  
Group Reports (2 @ 25 each) 50  
Total 300  
A=300-270 | B=269-240 | C=239-210 | D=209-180 | F=179  
   
  
TWITTER STUFF  
Follow me on Twitter: http://twitter.com/sidburris  
If you don’t have a Twitter account, you might think about getting one. You can sign up for Twitter at http://twitter.com. The service is free.  
  
While I don’t expect you to become obsessive Twitterers, I often post questions or observations as I read for discussion in the next class. But even more than that, social media has become one of the major players in all socio-political movements, and the attempt to raise awareness about nonviolence has found a welcome home on Twitter.  
  
For this class, I will be tweeting at  
@sidburris , the account I use for my work on gun violence and the nonviolent solutions most helpful when addressing gun violence. Follow me, subscribe to my list on Guns & Violence, and you can begin to familiarize yourself with social media and the social movements it nourishes.  
Although I typically refrain from extended Twitter debates—140 characters isn’t really enough to debate anything—I am continually posting links to articles and opinions that you will find helpful in learning how nonviolence lives and breathes in the day-to-day world of guns, gun control, and gun violence.  
  
And who knows? You might join the conversation as well. After all, the front lines of the struggle for peace and nonviolence are precisely where you are standing.  
   
  
ATTENDANCE POLICY: We will allow each student one unexcused absence. Each absence thereafter lowers the student’s final grade by 5 points.  
  
READING SCHEDULE  
  
12 January—Introduction  
  
19 January—NO CLASS: MLK DAY  
  
26 January—Nagler, The Nonviolence Handbook (Groups 1 & 2)  
  
2 February—Chernus, American Nonviolence (pp. ix-90) (Groups 3 & 4) 9 February—Chernus, (pp. 91-212) (Groups 5 & 6)  
16 February—SNOW DAY  
  
23 February—SNOW DAY  
  
2 March—FIRST EXAM  
  
9 March—King, Stride Toward Freedom (pp. ix-121) (Groups 3 & 4)  
  
16 March—King, Stride Toward Freedom (pp. 122-221) (Groups 5 & 6)  
  
23 March—NO CLASS: SPRING BREAK  
  
30 March—Armstrong, Preface-The Third Step  
  
6 April—Armstrong,The Fourth Step-The Seventh Step (Groups 7 & 8)  
  
13 April—Armstrong,The Eighth Step-A Last Word  
  
20 April—SECOND EXAM  
  
27 April—LAST CLASS; Films Due in Class  
   
  
GENERAL INFORMATION ON THE GROUPS  
  
The groups will be responsible for doing three joint projects this semester: two reports and one brief documentary film. See this page of the website for details on the group reports. Each group must choose a leader whose task will be to collect the contributions from the other group members for the two reports and combine them into a single report.The leader will also submit the report electronically, as an attachment (as a .doc or .docx file), to me by noon on the day the class meets. You can email them to me at sburris@uark.edu.  
Group 1—  
Group 2—  
Group 3—  
Group 4—  
Group 5—  
Group 6—  
Group 7—  
Group 8—  
  
THE MANDATORY FINE PRINT  
  
Also, please note these important university policies regarding the general administration of this class. By enrolling in this class, you agree to abide by these policies.  
  
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
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Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at http://provost.uark.edu/academicintegrity/245.php  
  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
— from the Office of the Provost and Vice-Chancellor for Academic Affairs  
  
Attendance: Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules.The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.

##### ENGL 4303. Introduction to Shakespeare (Sp, Su, Fa). 3 Hours.

Extensive reading in Shakespeare's comedies, histories, tragedies, and nondramatic poetry.

**Syllabus:**

Prof. Lora Walsh  
Kimpel 240 ENGL 4303  
Office Hours: 1:00-3:00, Tues Business Bldg 0339  
ljwalsh@uark.edu T, Th 9:30-10:45  
  
  
INTRODUCTION TO SHAKESPEARE  
DESCRIPTION: This course introduces students to Shakespeare’s comedies, histories, tragedies, and nondramatic poetry. Students will read and discuss many passages very closely, while also making larger thematic connections within the Shakespearean corpus on issues such as love, death, kingship, gender, and racial difference. In addition, students will recognize the various ways in which interpreters and adaptors of Shakespeare—including themselves—have developed connections to Shakespearean literature from their own social locations. Students will be expected to participate in class activities that include oral performance and group work, and they must make active contributions to a collaborative learning environment in order to succeed in the course.  
  
COURSE OBJECTIVES:  
 To understand early modern English language and literary forms through close reading, discussion, and written analysis of challenging passages  
 To identify thematic connections and comparisons among Shakespearean plays  
 To create unique interpretations of Shakespeare through speech and body language, textual editing, and / or a written adaptation of a Shakespearean play  
 To incorporate contemporary scholarship into interpretations of Shakespearean texts  
 To re-evaluate contemporary notions of “creativity” and “originality” in light of Shakespeare’s writing practice and the work of Shakespeare’s later editors and global adapters  
  
COURSE POLICIES:  
Attendance: Attendance at all class meetings is required. “Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership / participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”  
—Academic Regulations  
  
Technology: Please turn off and put away your phones before class begins.  
  
Email Etiquette: Please begin an initial email to me with a salutation (“Dear Dr. Walsh”) and conclude with a signature (“Sincerely, Felix” or similar). Replies in the same email conversation may be simpler. Please also use proper grammar, spelling, and capitalization. I will not nitpick your grammar, but do use complete sentences, etc. I generally do not reply to student email outside of traditional weekday working hours.  
Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities.  
   
Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.  
Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Discrimination and Sexual Harassment: Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).  
  
Academic Integrity: “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at http://provost.uark.edu/academicintegrity/245.php  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
— Office of the Provost and Vice-Chancellor for Academic Affairs  
  
University of Arkansas Catalog of Studies  
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
Follow the directions of the instructor or emergency personnel  
Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
Stay in the center of the room, away from exterior walls, windows, and doors  
Violence / Active Shooter (CADD):  
 CALL- 9-1-1  
   
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain  
quiet. Remain there until told by police it’s safe.  
 DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
TEXTS: Bevington, David. The Complete Works of Shakespeare. 7th edition; Other readings available on Blackboard. Alternatively, students may purchase individual scholarly editions of the plays.  
  
GRADE DISTRIBUTION: PRESENCE & PARTICIPATION (25%); 1ST PAPER (20%); 2ND PAPER (20%); FINAL PROJECT (35%).  
  
Presence & Participation Grade:  
This course is more effective and more fun with vigorous participation in class discussion and activities. Each participant in ENGL 4303 receives weekly discussion grades. I drop your two lowest-scoring weeks from your final grade. The discussion grading system is based on the following criteria:  
  
4 = dynamic and informed (i.e., clear knowledge of assigned readings)  
 participation, inclusion of classmates in discussion and activities  
3 = occasional participation with some evidence of having consulted the readings  
2 = present but not participating at both class meetings  
1 = present but not participating at one class meeting  
0 = not present  
  
Special Note: To earn full participation points in the third week of class, students must visit my office during office hours (Tues 1-3), or at another pre-arranged time, at some point during the first four weeks of class.  
  
Papers:  
Your papers are due, in hard copy, to my mailbox in the English department office (Kimpel Hall 333) before 4pm on their assigned date. I will return hard copies of your first two papers, with grades and feedback, within two weeks. Late paper grades are reduced by 5 points for each day that they are late. You can earn two bonus points on your papers if I receive notification from the Quality Writing Center (CLASS) that you have submitted your paper to them for review.  
  
CALENDAR  
  
SECTION ONE: COMEDIES  
T 8/22 First Day / Last Words Th 8/24 Twelfth Night, Acts I & II  
   
T 8/29 Twelfth Night, Acts III, IV & V  
  
Th 8/31 A Midsummer Night’s Dream, Acts I & II  
  
T 9/5 A Midsummer Night’s Dream, Acts III, IV & V Th 9/7 No class  
T 9/12 The Merchant of Venice, Acts I, II & III Th 9/14 The Merchant of Venice, IV & V  
T 9/19 “Shakespeare’s Cure for Xenophobia,” Stephen Greenblatt (Blackboard) SECTION TWO: HISTORIES  
Th 9/21 Henry IV, Part 1, Acts I & II  
  
T 9/26 Henry IV, Part 1, Acts II, IV & V Th 9/28 No class; Paper I Due  
T 10/3 Henry IV, Part 2, Acts I, II & III Th 10/5 Henry IV, Part 2, Acts IV & V  
T 10/10 Henry V, Acts I, II & III Th 10/12 Henry V, Acts IV & V  
T 10/17 Fall Break  
  
SECTION THREE: SONNETS  
  
Th 10/19 Sonnets on Blackboard  
Shakespearean Sonnets: 18, 20, 29, 43, 65  
  
T 10/24 Shakespearean Sonnets: 23, 42, 57, 66, 71, 138, 130, 144, 147 SECTION FOUR: TRAGEDIES (& ONE ROMANCE)  
Th 10/26 No class; Paper II Due  
  
T 10/31 Romeo and Juliet, Acts I, II & III Th 11/2 Romeo and Juliet, Acts IV & V  
   
T 11/7 “‘Standing to the Wall’: The Pressures of Masculinity in Romeo and Juliet,” Robert Appelbaum (Blackboard)  
  
Th 11/9 Plutarch’s Life of Julius Caesar (Blackboard)  
Julius Caesar, Acts I & II  
  
T 11/14 Julius Caesar, Acts III, IV & V Th 11/16 Hamlet, Acts I & II  
T 11/21 Hamlet, Acts III, IV & V Th 11/23 Thanksgiving Day  
T 11/28 Othello, Acts I, II & III Th 11/30 Othello, Acts IV & V  
T 12/5 The Tempest, Entire  
  
Th 12/7 “Arabic Adaptations of Shakespeare and Postcolonial Theory,” Mahmoud F. Al-Shetawi (Blackboard)  
  
  
Th 12/14 Final Project Due by 4pm

##### ENGL 4523. Studies in U.S. Latino/Latina Literature and Culture (Irregular). 3 Hours.

The study of works of U.S. Latino/a literature, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper will be required. May be repeated for up to 9 hours of degree credit.

**Syllabus**:

ENGL 4523/4593/ 5543/LAST 4003 (H)  
Spring 2017  
Prof. Yajaira M. Padilla  
T/R 12:30 – 1:45 pm/ Old Main 417  
OH: 11:00 am – 12:15 pm T/R or by appt.  
KIMP 719/ 575-6003/ email: ympadill@uark.edu  
  
  
Chicana/Latina Feminist Thought and Literature  
This course centers on feminist literature written by U.S. Latinas. Our critical approach to these texts will consist of first, situating them within the broader context of women of color feminism, and, then, more specifically, within the context of Chicana/Latina feminist discourse and fiction. Although a significant portion of the course will be devoted to the works of Chicana authors, we will also read literature by Dominican American, Nuyorican, and U.S. Central American women. A central focus of the course is the exploration of how these authors use a gendered lens in their writings not only to explore critical issues that affect them as Chicanas/Latinas but also to theorize more generally about the lives and social struggles of Chicana/Latina women. Among the issues raised in their works and, which we will be discussing, are: the legacy of colonialism, gendered oppression, sexuality, racism, class-based inequality, racial and ethnic identity, nationalism, bilingualism, violence, intergenerational relationships, mothering, and feminism. In addition to creative works of fiction and poetry, we will also read theory, personal essays, and critical histories by many of these same authors, as well as by other feminists of color that will help guide and foreground many of our discussions.   
  
Course Objectives:  
1) For students to acquire a basic understanding of the central issues and theoretical underpinnings of Chicana/Latina feminist discourse (as manifested in literary texts)  
2) For students to learn to or improve their ability to engage productively with theoretical readings and apply the understanding gained through such readings to their study of Chicana/Latina literary texts  
3) For students to hone their analytical as well as research skills via the production of a well-developed, argued, and written final paper  
  
  
Textbooks Required:  
\*Available at the U of A Bookstore or Amazon.com  
Alvarez, Julia, In the Time of the Butterflies ISBN 978-1565129764  
Anzaldúa, Gloria, Borderlands/La Frontera ISBN 978-1879960855  
Castillo, Ana, So Far From God ISBN 978-0393326932  
Chavez, Denise, Loving Pedro Infante ISBN 978-0743445733  
Chinchilla, Maya, The Cha Cha Files: A Chapina Poética ISBN 978-0988967380  
Cofer, Judith Ortiz, The Latin Deli ISBN 978-0393313130  
Cruz, Angie, Soledad ISBN 978-0393313130  
Murray, Yxta Maya, Locas ISBN 978-0802135643  
  
\*Secondary materials will be available on Blackboard.  
  
General Requirements for All Students  
\*Participation: Active participation on the part of the student is required. This means all students are responsible for coming to class fully prepared (readings, homework) and for contributing to class discussions. Attendance alone does not constitute active participation.  
  
\*Attendance: According to University rules, student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.   
  
\*Instructor’s additional guidelines for attendance: Students are permitted 2 unexcused absences in the semester. Any additional unexcused absences as well as consistent tardiness will be penalized. The student’s overall grade for the course will be lowered 2 percentage points for each absence past the allotted amount.  
  
\*Papers: The paper topics will be given to you beforehand. I do not accept papers via email unless there is a documented reason. You must turn in a hardcopy of your paper at all times (even if sent via email for a documented reason). If your paper is late, I will lower your overall score by one letter grade for each day that it is late.  
  
\*Short Reading Responses: The short reading responses will be approximately 1 page in length (type-written, double-spaced) and will be due as stipulated on the syllabus. Undergraduates: With the exception of the first reading response, which will be an “open” topic, I will provide you with guided questions/topics based on the selected secondary readings or primary texts. These will be posted on the course Blackboard site a week in advance of the due date for each response. Graduate Students: You will be expected to respond to the additional readings assigned to you (marked GS), unless otherwise noted. No specific topic will be assigned. Instead you will be responsible for identifying and engaging/dialoguing with 1-2 specific theoretical points articulated in said readings.  
  
\*Course Breakdown (Undergraduates):   
active participation……………………………………………………………..…15%  
short responses……………..………………………………………………………10%  
2 critical writing exercises….…………..…………………………………….(15/25) 40%  
(4-5 pages, 8-10 pages)  
midterm (take-home)……..…………………………….……………………………....15%  
final exam………………………………………………………………………………20%  
  
\*Course Breakdown (Graduates):  
active participation……………………………………………………………..…15%  
short responses……………..………………………………………………………10%  
2 critical writing exercises….…………..…………………………………….…(15/40) 55%  
(4-5 pages, 12-15 pages)  
midterm (take-home)……..…………………………….………………………..15%  
  
\*The variations in these course assessments are based on the slightly different requirements for undergraduate vs. graduate students. The latter will not have a final exam, but are expected to read additional theoretical pieces and write a longer final paper.   
  
\*Grade Scale:  
 A 93-100 B+ 87-89 C+ 77-79 D+ 67-69 F 59-and below  
 A- 90-92 B 83-86 C 73-76 D 63-66  
 B- 80-82 C- 70-72 D- 60-62   
  
Writing Resources  
Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At the University of Arkansas, Fayetteville, our writing center offers tutoring services at designated locations in Kimpel Hall and Mullins Library. Please consult the website for the Quality Writing Center at http://qwc.uark.edu for more information or call 479-575-6747 to schedule an appointment.   
  
Academic Integrity  
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\*Note: Although I encourage outside reading and research, students must make reference to and acknowledge ideas that are not their own. When in doubt, cite your sources!   
  
Statement on Disabilities  
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Statement on Discrimination and Sexual Harassment  
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Inclement Weather  
Please refer to the inclement weather policy found at http://emergency.uark.edu/17098.php for more information regarding the procedures taken, including the cancellation of classes, if such a situation arises.  
  
Additional Note: I do not allow filming or audio recording of my lectures/class discussions.  
  
CLASS SCHEDULE  
\* = Required Readings for all Students on Blackboard  
\*GS = Required Additional Readings for Graduate Students   
WK 1  
1/17 Introduction to Course  
1/19 \*New York Times Article: “Women’s March on Washington Opens Contentious Dialogues about Race”  
 https://www.nytimes.com/2017/01/09/us/womens-march-on-washington-opens-contentious-dialogues-about-race.html?\_r=0  
\*Rojas, “Defining Identities”   
 \*Anzaldúa, “Introduction: Haciendo caras, una entrada”  
 Reading Response #1 Due  
   
WK 2  
1/24 \*Saldívar-Hull, “Chicana Feminisms”  
\*Rebolledo, Rivero “Myths and Archetypes” (189-195 only)   
1/26 Anzaldúa, Borderlands/La Frontera  
\*Christian, “The Race for Theory”  
  
WK 3  
1/31 Anzaldúa, Borderlands/La Frontera   
2/2 Anzaldúa, Borderlands/La Frontera   
   
WK 4  
2/7 Anzaldúa, Borderlands/La Frontera  
2/9 \*Moraga, “A long line of vendidas”   
 GS: \*Lee, “Queer Genealogies”  
 Reading Response #2 Due  
   
  
WK 5  
2/14 Castillo, So Far From God  
 \*Castillo, “Un Tapiz: Poetics of Conscientización”  
2/16 Castillo, So Far From God  
  
WK 6  
2/21 Castillo, So Far From God  
2/23 Chavez, Loving Pedro Infante  
  
WK 7  
2/28 Chavez, Loving Pedro Infante   
3/2 Chavez, Loving Pedro Infante  
 SHORT PAPER DUE  
  
WK 8  
3/7 Muñoz, “Zigzagger”  
 GS: \*Viego, “The Place of Gay Male Chicano Literature in Queer Chicana/o Work”  
 Reading Response #3 Due  
3/9 Midterm Exam (all)   
  
WK 9  
3/14 Ortiz-Cofer, The Latin Deli (selections)  
3/16 Ortiz-Cofer, The Latin Deli (selections)  
  
WK 10  
3/21 Spring Break  
3/23 Spring Break  
   
WK 11  
3/28 Alvarez, In the Time of the Butterflies  
GS: \*Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”   
Reading Response #4 Due  
3/30 Alvarez, In the Time of the Butterflies  
  
WK 12  
4/4 Alvarez, In the Time of the Butterflies   
4/6 Cruz, Soledad  
  
WK 13  
4/11 Cruz, Soledad  
4/13 Cruz, Soledad  
 \*“Shifting Borders: An Interview with Angie Cruz”  
GS: \*Francis, “Novel Insights”  
Reading Response #5 Due  
  
  
WK 14  
4/18 Chinchilla, The Cha Cha Files  
4/20 Chinchilla, The Cha Cha Files  
 \*ANNOTATED BIBLIOGRAPHY for Final Paper due  
  
WK 15  
4/25 Murray, Locas  
 \*Fregoso, “Re-imagining Chicana Urban Identities”  
4/27 Murray, Locas   
  
WK 16  
5/2 Murray, Locas  
5/4 Class Conclusions, etc.  
5/5 Dead Day  
 FINAL PAPER Due (10 am in my department mailbox)  
  
Final Exam (UGs only)  
5/11 – 12:45 – 2:45 pm

**Syllabus**:

ENGL 4523/ 5543; LAST 4003 (H)  
FALL 2015  
Prof. Yajaira M. Padilla  
TR 2:00 – 4:45 PM Home Econ 206  
OH: 12 – 1:50 pm T/TR or by appt.  
KIMP 719/ 575-6003/ email: ympadill@uark.edu  
  
Migration and Belonging in Latin/o American Film  
In this course we will explore films (both fictional and documentaries) from Latin America and the United States that focalize the experiences of internal (rural to urban) and international migration. Our analyses of these films will consist of looking at how they represent the migratory experience, including the reasons why people migrate, the obstacles they face throughout the process, and the hopes and dreams they harbor. Among the most prominent themes guiding our discussion will be the notion of (cultural, social, and national) belonging, which is inherently linked to such processes of migration. However, we will also tend to related questions regarding gender and sexuality, class, race and ethnicity, and citizenship. Although the main cultural texts for this course will be the films assigned, students will be required to read secondary articles (contextual and theoretical) in Latin American and Latino film studies and be provided with a brief introduction to the analysis of and writing about film. Most, if not all of the films, will be in Spanish with English subtitles.  
  
Course Objectives:  
1) Students will add to their current interest in English Literature and Latin American Studies by broadening their cultural knowledge of US Latin@ and Latin American art, politics, and culture  
2) Students will become familiar with the necessary analytical and theoretical tools to study film and understand its importance as a “visual narrative”  
3) Students will learn to or improve their ability to engage productively with theoretical readings/cultural-based criticism and apply the understanding gained through such readings to their study of migration and belonging in Latin/o American film  
4) Students will hone their analytical as well as research skills via the production of a well-developed, argued, and written final paper  
  
Textbooks Required:  
Required Viewing:  
Bolivia (2001)  
Princesas (2005)  
Sin dejar huella/ Without a Trace (2000)  
Sleep Dealer (2008)  
María llena eres de gracia / María Full of Grace (2004)  
La jaula de oro/ The Golden Dream (2013)  
Lista de espera/ The Waiting List (2000)  
El Norte (1983)  
A Better Life (2011)  
Mosquita y Mari (2012)  
Elysium (2013)  
  
Secondary Readings for UG and G students:  
Available via Blackboard or via class-handout  
  
General Requirements for All Students  
\*Participation: Active participation on the part of the student is required. This means all students are responsible for coming to class fully prepared (readings, homework) and for contributing to class discussions. Attendance alone does not constitute active participation.  
  
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\*Papers: The paper topics will be given to you beforehand. I do not accept papers via email unless there is a documented reason. You must turn in a hardcopy of your paper at all times (even if sent via email for a documented reason). \*If your paper is late, I will lower your overall score by one letter grade for each day that it is late.  
  
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short assignments…………..………………………………………………………15%  
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(4-5 pages, 8-10 pages)  
midterm ………………………..…………………………….………………………..15%  
final exam (take home)…..……………………………………………………….20%  
  
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short assignments…………..………………………………………………………15%  
2 critical writing exercises….………..…..………………………….……………(15/40) 55%  
(4-5 pages, 12-15 pages)  
midterm…………………..……..…………………………….…………………………15%  
  
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CLASS SCHEDULE (In-Progress)  
\* = Required Readings for all Students on Blackboard  
\*GS = Required Additional Readings for Graduate Students   
  
8/27 Introduction to Course  
9/3 Part I: Contemporary Latin American Cinema  
 \*Alvaray, “National, Regional, and Global: New Waves in Latin American Cinema”  
 \*Sassen, “The Making of International Migrants”  
 Part II: Writing about Film  
 \*Timothy Corrigan, A Short Guide to Writing about Film (34-73)  
  
9/10 Bolivia (viewing in class)  
 \*Falicov, “Young Filmmakers and the New Independent Argentine Cinema”  
 \*López-Vicuña, “Postnational Boundaries in Bolivia”   
 \*GS: Balibar, “Is There a ‘Neo-Racism’”  
  
9/17 Lista de espera (viewing in class)  
 \*Stone, “Killing Time in Cuba: Juan Carlos Tabio’s Lista de espera  
 \*Gonzalez, Ch. 6 “Cubans: Special Refugees”  
  
9/24 Sin dejar huella  
 \*Garibotto and Pérez, “Reconfiguring Precarious Landscapes: The Road Movie in  
 Latin America”  
 \*Lindsay, “Mobility and Modernity in María Novaro’s Sin dejar huella”  
 SHORT WRITING ASSIGNMENT #1 DUE  
  
10/1 Sleep dealer  
 \*Maguire, “Science Fiction” (Routledge Companion to Latino/a Literature)  
 \*Saragoza, “The Border in American and Mexican Cinema”  
 \*GS: Appadurai, “Here and Now” and “Disjuncture and Difference in the Global  
Cultural Economy”   
  
10/8 La jaula de oro (viewing in class)  
 \*Shaw, “Migrant Identities in Film: Sin nombre and Migration Films from Mexico  
and Central America”  
 Guest Speaker: Alicia Estrada, “Maya identity and Border Crossings”   
 PAPER #1 DUE  
  
10/15 MIDTERM  
  
10/22 María Full of Grace  
\*Pobutsky, “María eres llena de gracia”  
\*Chavez, “The Glass Half-Empty”  
SHORT WRITING ASSIGNMENT #2 DUE  
  
10/29 Princesas   
 \*Corbalán Vélez, “Questioning Cultural Hybridity in Spain”  
 \*Murray, “The Politics of Looking”  
 \*Mulvey, Visual Pleasure and Narrative Cinema  
  
11/5 Latin@s, (Im)migration, and Hollywood  
\*Ramírez-Berg, Latino Images in Film (Ch. 1-3)  
SHORT WRITING ASSIGNMENT #3 DUE  
  
11/12 El Norte  
 \*Brakel, “‘El Norte’: Deracination and Circularity”  
 \*Rosen, “Crossover: Hispanic Specialty Films”  
 \*GS: Clifford, “Diasporas”  
  
11/19 A Better Life  
 \*Saragoza, “Cinematic Orphans: Mexican Immigrants in the US Since the 1950s”  
 \*Cacho, “The Violence of Value”  
 ANNOTATED BIBLIOGRAPHY FOR RESEARCH PAPER DUE  
   
11/26 Holiday  
  
12/3 Mosquita y Mari (viewing in-class)  
\*Hall, “New Ethnicities”  
  
12/10 Elysium  
 \*Ramírez-Berg, “Immigrants, Aliens, and Extraterrestrials”  
 \*Chavez, “The Latino Threat Narrative”  
  
12/11 RESEARCH PAPERS DUE (BY 4 PM, MY MAILBOX IN KIMP 331)  
  
12/16 UNDERGRADS-TAKE HOME FINAL DUE (BY 4 PM, M