Course Overview
This course uses a cognitive apprenticeship approach to the teaching of English. This approach involves making thinking visible for students as they learn to read and critically interpret both fiction and non-fiction texts and communicate their ideas in discussion, writing, and other media. The ultimate goal is to help you, the teacher, learn to leverage the resources your students bring to the classroom and design lessons to help your students become independent readers and writers who can fully participate in and enjoy the world of texts that surround them. We’ll explore these questions:

- Why teach English?
- How do we, as English Language Arts teachers, design instruction to help students become engaged and effective producers and consumers of language?
- How do we design instruction to meet the needs of diverse students and the demands of different contexts?

Course Expectations
This course is designed to create a collegial culture in which we can all learn from one another. To that end, please come to class having completed the readings for that session and be prepared to participate in activities and discussions. Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to time management, communication, and integrity. Our collective engagement in class activities and discussions will facilitate your learning; we therefore assume regular attendance. In the case of absence (for major illness or family emergency), contact your instructors at least 24 hours before class and complete any work missed due to absence. Missing more than one class session may result in a grade reduction.

Course Assignments
Video capture of student think-aloud due April 17
Cross-content observation slideshow due May 15
Lesson plan enactment due June 5

Optional readings and discussion
We’ll read and discuss two highly-acclaimed young adult novels to supplement our coursework: The Hate U Give by Angie Thomas, on Thursday, April 26, and March, a graphic novel by John Lewis and Andrew Aydin, on Thursday, May 24. Both sessions will be from 3:00-4:30 p.m. These are optional but highly recommended!
Grading
Our expectation is that everyone will achieve mastery of the material taught in the course. To that end, we will invite you to revise and resubmit assignments in a timely manner if mastery is not the outcome upon the first submission. The other major component of the grade is participation and engagement during class time. Please read each week’s reading carefully and fully before coming to class and have it readily accessible during each class. Because of your edTPA, job search, and independent student teaching in the spring, we have limited the readings significantly (typically only one per week or two shorter pieces each week) to ensure that this elective is manageable considering all of your other obligations in the spring. Assignment extensions may be granted by your instructors, if requested. Late work that is submitted without an extension may be subject to a grade reduction.

Students with Documented Disabilities
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

Honor Code
1. The Honor Code is an undertaking of the students, individually and collectively:
   a. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   b. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Violations of the Honor Code
Examples of conduct that have been regarded as being in violation of the Honor Code include:
- Copying from another’s examination paper or allowing another to copy from one’s own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for regrading, without the instructor’s knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one’s own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings for this class</th>
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| Day 1: 4/3 | **Introductions & Domain of Reading:**  
- What is English and why teach it?  
- Why the Cognitive Apprenticeship approach?  
| Day 2: 4/10 | **Domain of Reading:**  
- How is the Reading Apprenticeship approach an extension of Collins’ Cognitive Apprenticeship?  
- How should teachers facilitate learning to read complex literary texts with structures and strategies? | Video of student think-aloud due - see assignment sheet  
| Day 3: 4/17 | **Domain of Reading:**  
- What do think-alouds teach us about our students as readers?  
| Day 4: 4/24 | **Domain of Reading:**  
- How do teachers create a community of engaged readers?  
- How might an affective reading approach move students from comprehension to interpretation?  
| Day 5: 5/1 | **Domain of Speaking and Listening:**  
| Day 6: 5/8 | **Domain of Writing:**  
- What is the writing process?  
- What are the limitations of the five-paragraph theme?  
- What can teachers do to support writers? | Cross-content observation due - see assignment sheet  
Kinloch, Valerie Felita. (2005). Revisiting the Promise of Students’ Right to Their Own Language: Pedagogical Strategies. NCTE. |
| Day 7: 5/15 | **Domain of Writing:**  
- What types of writing genres should I teach?  
Cross-content observation due - see assignment sheet  
Kinloch, Valerie Felita. (2005). Revisiting the Promise of Students’ Right to Their Own Language: Pedagogical Strategies. NCTE. |
| Day 8: 5/22 | **Domain of Grammar and Language:**  
- Why should supporting students as writers begin at the sentence level?  
Cross-content observation due - see assignment sheet  
Kinloch, Valerie Felita. (2005). Revisiting the Promise of Students’ Right to Their Own Language: Pedagogical Strategies. NCTE. |
| Day 9: 5/29 | **Planning at the Unit Level:**  
Cross-content observation due - see assignment sheet  
Kinloch, Valerie Felita. (2005). Revisiting the Promise of Students’ Right to Their Own Language: Pedagogical Strategies. NCTE. |
| Day 10: 6/5 | **Lesson Plan Enactments** | Lesson plan enactments due - see assignment sheet  
Kinloch, Valerie Felita. (2005). Revisiting the Promise of Students’ Right to Their Own Language: Pedagogical Strategies. NCTE. |