



LAE4335

Methods in Teaching English-High School

24812, Section 002, 3 Credit Hours

College of Education, Department of Teaching & Learning

COURSE SYLLABUS

<i>Instructor:</i>	Mandie B. Dunn, Ph.D.	<i>E-Mail:</i>	mdunn8@usf.edu
<i>Term:</i>	Spring 2026	<i>Dates:</i>	01/12/25-05/12/25
<i>Delivery Method:</i>	Online, Off-campus	<i>Location:</i>	Off Campus / Online
<i>Minimum Technical Skills & Requirements:</i>	<i>In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the computer system requirements listed here:</i> https://www.usf.edu/it/remoted/requirements-for-students.aspx		
<i>Virtual Office Hours:</i>	Zoom, by appointment. Please email me at mdunn8@usf.edu		
<i>Synchronous Sessions:</i>	4 synchronous sessions via Teams on the following Wednesdays, Jan 14, Feb 11, Mar 4, Apr 8		

I. Welcome!

Welcome to our course about teaching methods in English language arts. I am absolutely thrilled that you are here. As a former 9th and 10th grade English teacher, teaching methods is my favorite course to teach. I hope this course will provide you with meaningful opportunities to combine your understanding of English language arts content with pedagogical approaches to teaching it.



II. University Course Description

LAE 4335 is an English Language Arts education course addressing core tasks associated with secondary English teaching, such as planning for instruction and assessing student learning. This course should be taken concurrently with Practicum, LAE 4530.

III. Course Prerequisites

Undergrad students enrolled in LAE4335 should also be enrolled in LAE4530 in the same semester. This requirement is related to teacher certification.

IV. Course Purpose

LAE 4335 is an English Language Arts education course addressing core tasks associated with secondary English teaching, such as planning for instruction and assessing student learning.

V. Instructor Contact Information and Communication

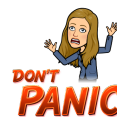
The best way to contact me is by email through Canvas mail or at mdunn8@usf.edu. You can expect a response to email within 24-48 hours unless you send an email on the weekend. For emails sent on the weekend, you should expect a response on the next business day.

VI. First Week Attendance Policy

For the first week attendance recording, I invite you to watch the welcome video for our course and complete a quick introduction of yourself on the welcome Padlet.

VII. How to Succeed in this Course

The readings and activities for the course are designed to give you practical knowledge with unit planning and ideas for strategies to try in your classroom, including your practicum placement. With each reading or activity, you will write a short reading response and I will write back to you. This part of the course is meant to provide you with both the content you need to be successful and the support you need, including my feedback and the opportunity to ask questions. I promise to provide timely and adequate feedback and I hope it is meaningful to you. I ask that you do your best to engage with each reading and use the response as an opportunity to grow and develop your teaching practice.



VIII. Course Structure

Mostly asynchronous with 4 required synchronous sessions.

IX. Course Objectives

1. Develop an understanding of methods used for teaching writing.
2. Develop a planning coherent planning sequence, including: assignment(s), goals, lesson objectives/activities, and potential modifications, based on prior info about focal student(s) and the discipline/curriculum.
3. Analyze and evaluate planning materials for quality teaching practices.

X. Student Learning Outcomes

1. Participate in research that strengthens school experiences by gathering info about learners' needs and interests within and beyond the classroom

2. Develop a planning coherent planning sequence, including: assignment(s), goals, lesson objectives/activities, and potential modifications, based on prior info about focal student(s) and the discipline/curriculum.
3. Analyze and evaluate planning materials for quality teaching practices.

XI. Required Texts and/or Readings and Course Materials

- All readings will be made available electronically. You will also be expected to use the university's library databases (and others) to find additional sources for your major assignments.

XII. Supplementary (Optional) Texts and Materials

Unless otherwise indicated, all materials in Canvas are required.

XIII. Grading Scale

Grades in this course are based on a percent +/- scale.

Grading Scale		
A (94-100)	C (74-76)	Assignments not completed will receive an "F" unless you notify me in advance and we agree upon a plan for an "incomplete" or "I" grade. If you would like to discuss your grade on an assignment, please see me during office hours; some assignments can be revised for partial credit. No grade below C- will be accepted toward a graduate degree.
A- (90-93)	C- (70-73)	
B+ (87-89)	D + (67-69)	
B (84-86)	D (64-66)	
B- (80-83)	D- (60-63)	
C+ (77-79)	F (0 - 59)	

XIV. Grade Categories and Weights

Reading/Activity Responses, 5 total (40%)

Summative Assessment (10%)

Unit Plan (30%) (please note this is a critical task for teaching certification)

Unit Plan Reflection (20%)

XV. Project Assignments: Critical Tasks

Department of Teaching and Learning Critical Task Submission and Success Policy:

The state of Florida requires all entry-level educators to demonstrate the knowledge, skills, and dispositions of accomplished practices (APs). Assignments for this course are “critical tasks” designed to show your skills with the following practices:

FEAP 1 Instructional Design and Lesson Planning (1a, 1b, 1c, 1d, 1f)

FEAP 2 Learning Environment (2e, 2g)

FEAP 3 Instructional Delivery and Facilitation (3a, 3e, 3f, 3g, 3h)

FEAP 5 Continuous Professional Development (5b, 5e)

ESOL 11, 12, 16-21 Planning, Instruction, Assessment for ESOL students

Critical Task assignments (in this course, the Unit Plan) must be uploaded onto Chalk and Wire by the assigned due date. A grade of 3, 4 or 5 must be received for EACH Critical Task. Failure to submit by the assigned date, unless otherwise arranged, will result in an “F” in the course.

A student who is taking a class in which critical task(s) are required is responsible for the following:

- *Submit Critical Task(s) when due:* instructors are under no obligation to review assignments that are submitted after a provided due date.
- *Ensure that you have completed the Critical Tasks successfully:* Success with a critical task is represented by a score of 3 or higher as indicated on the rubric for specific task. Students who do not submit or do not meet the standard for success will not receive a passing grade for the course, even if all other course requirements are met.
- *Students who do not meet the established standards may be required to retake the course.*

Critical Task Submission:

1st Submission. Any student who fails to earn a passing score in their initial submission of a Critical Task will either:

- Be assigned, at the discretion of the instructor, an “F” grade in the course.
- Be allowed, at the discretion of the instructor, to resubmit a passing, revised artifact within a week of notification of their grade. The resubmission may only be for the purpose of meeting the minimum 3 score and may not affect the course grade. A grade of “F” for the course will be assigned and may be changed upon the instructor’s discretion with a one-letter grade deduction from the final grade (at minimum).

2nd Submission. Students who fail to attain a passing score (highest grade possible on a resubmission) on their second submissions, will be assigned an “F” grade in the course and whatever grade earned for the Critical Task.

XVI. Instructor Feedback Policy & Grade Dissemination

You can expect a response to email within 24-48 hours unless you email on a weekend, in which case you can expect a response on the next business day. Feedback on assignments will be given within 1-2 weeks of submission. [Grades & feedback can be accessed \(once available\) using “Grades” in Canvas.](#)

XVII. Course Schedule

Date	Topics to be Discussed in Synchronous Sessions
January	Course Introduction Backward Design Writing Assessments
February	Pedagogical strategies for teaching writing Summative Assessments
March	Unit planning—rationales, sequencing, scaffolding, and assessing
April	Quality in instructional planning Reflecting on instructional planning

* Note: The Schedule is subject to revision

Assignment Due Dates

See Canvas

XVIII. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XIX. Course Policies: Grades (as applicable)

Attendance Policy:

These interactive sessions provide critical support for the asynchronous work in the course. Students are required to attend 4 synchronous online meetings for this course via Teams.

Missing a synchronous session may result in the lowering of a student's grade in the course. Failure to attend at least 3 synchronous sessions may result in a failing grade in the course.

In the event of illness or an emergency, please email Dr. Dunn (mdunn8@usf.edu) in advance of missing a synchronous session, unless an emergency makes it impossible to do so.

Extension Policy:

I recognize that students have life circumstances to balance with school and work, so here is the procedure for obtaining an extension on an assignment:

Twice in a semester, a student may elect to take an extension of up to 1 week for an assignment, given the student follows this procedure:

1. Contact Dr. Dunn via email in advance of the due date of the assignment to notify her that an extension is needed. Include in the email the name of assignment and the date you will turn it in. You must submit the assignment within 1 week of its original due date. This guideline is to make sure an extension does not cause you to fall behind with subsequent work in the course.
2. Within 1 week of the original due date, send the completed assignment to Dr. Dunn uploaded into Canvas. The assignment will be graded according to the assignment rubric.

Please contact me if you have an emergency or extenuating circumstance that is not mitigated by an extension.

Grades of "Incomplete": Offer specifics about your policy on incomplete grades.

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not

exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

XX. Course Policies: Student Expectations

Generative AI Policy:

Definition of Generative AI

Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc. The use of Generative AI tools is generally not permitted as a tool to generate the content for course-related submissions, including discussion board posts, papers, and other forms of assessment.

Not Permitted

- Students are not permitted to use ChatGPT or other content generators to summarize assigned readings, conduct research, generate discussion questions, compose their arguments or stance on an issue, or to develop substantial written content for discussion boards or papers.
- Students are not permitted to use Generative AI for tasks that require students to develop and apply higher order thinking skills independently. Students may not use Generative AI to complete the substantial work of researching, summarizing, synthesizing, analyzing, arguing, or otherwise expressing ideas about previously published content as well as authoring original content.

Permitted

- Students are permitted to use editing tools such as Grammarly to improve grammar, spelling, sentence structure, formatting or for other copyediting features to strengthen their original writing.
- Students are permitted to use citation tools to help them with accurate APA citations, including producing correctly formatted in-text citations and generating reference pages.
- Students are permitted to use Generative AI for tasks that may otherwise be completed by an editor or writing coach, such as proofreading, clarity, and writing style as long as these tools are used as a supplemental resource (i.e., as an editor) to strengthen students' original written content and not as the primary means of completing assignments.

Violation Consequences

- Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade (including receiving a zero on the assignment) to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027). If students are unsure whether a tool they wish to use qualifies as a generative AI

tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

Course Hero / Chegg Policy:

The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Turnitin.com: If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus. In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original.

Example: In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

End of Semester Student Evaluations: Explain the evaluations and context.

Example: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Netiquette Guidelines:

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other

people's ideas and be constructive when explaining your views about points you may not agree with.

2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines:

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

XXI. Learning Support and Campus Offices

Academic Accommodations:

Please come and talk to me during the first week of class—I want to accommodate you. Students in need of academic accommodations for a disability may consult with Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services:

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website.

[Office of Student Success website for the Tampa campus.](#)

[Office of Student Success website for the St. Pete campus.](#)

[Office of Student Success website for the Sarasota-Manatee campus.](#)

Canvas Technical Support:

Include information where students can find technical support.

Example: If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757. The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available [online](#).

[Center for Victim Advocacy website for the Tampa campus.](#)

[Center for Victim Advocacy website for the St. Pete campus.](#)

[Center for Victim Advocacy website for the Sarasota-Manatee campus.](#)

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available [online](#).

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Observing a Major Religious Holiday:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Tutoring

The Tutoring Hub offers free tutoring in [several subjects](#) to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The USF Writing Studio (2nd floor of the library) is an excellent resource for writing assistance for writers of any ability level at any stage of the writing process. As you know, even good writers can benefit from peer review, and you might be interested simply in seeing how they do it. I encourage you to make appointments at the Writing Studio early. The schedule often becomes very busy during the semester--making appointments early will assure that you get assistance and will give you deadlines for drafts.

writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

XXII. Important Dates to Remember

All dates and assignments are tentative and can be changed at the discretion of the professor. <http://www.usf.edu/registrar/calendars/>