



**UNIVERSITY OF
SOUTH FLORIDA**
A PREEMINENT RESEARCH UNIVERSITY

LAE 4530 Practicum in Teaching Secondary ELA
Course Prerequisites: None
3 credit hours
College of Education Dept. of Teaching and Learning

COURSE SYLLABUS

Semester: Spring 2026

Class Meeting Days: T/Th (varies by section, does not include field placement)

Class Meeting Time: 2 – 3:45 pm

Class Meeting Location: EDU 413

Instructor: M. Sherry

Office Location: 308M EDU

Office Hours: T/TH 1-2pm or by appointment

Phone Number: (734)255-3241

Email: mbsherry@usf.edu

I. Welcome!

LAE 4530 is an advanced English Language Arts teaching practicum course addressing “core tasks” associated with secondary English teaching—particularly the teaching of writing. Planning, teaching, and assessing writing is an integral part of the day-to-day work of a professional English teacher. This course makes responding to students’ writing its central focus.

II. University Course Description

This course provides students an opportunity to demonstrate their ability to plan, deliver instruction, and reflect upon the effectiveness of their teaching in secondary school English/Language Arts classrooms. Course is restricted to majors.

This course is a field based course. If you intend to withdraw from this course after the drop/add date, you should inform your instructor before doing so as it may impact your ability to gain placement in a future term.

This course requires fingerprinting. You will be informed via email by Student Academic Services regarding your need to fingerprint. Any questions/concerns regarding fingerprinting should be directed to Dr. Jenn Jacobs at jjacobs8@usf.edu.

III. Course Prerequisites

None.

IV. Course Purpose

This course focuses on the teaching of writing. It's co-requisite, LAE 4335 (Teaching Writing in Secondary Schools) is a university-based course meant to complement that focus on writing teaching. In this way, the course parallels the pairing of RED 4333 and LAE 4323, which are reading-focused. Like teaching reading, writing instruction is not only essential to English teaching, but it is also integral to students' success across the secondary curriculum...and beyond. In this course, you will meet this challenge by assisting in a local school field placement class, analyzing samples of students' writing, planning follow-up lessons based on writing sample analysis, and teaching and video-recording a practice lesson.

V. How to Succeed in this Course

All tasks in this course are scaffolded (broken up into manageable parts that build on each other) with opportunities for you to receive feedback from your peers and the instructor. If you keep up with these steps, you will not only receive points for completing them, but you will also be well prepared to synthesize them for the major assignments. In addition, your field experiences will be indispensable as you plan, teach, and analyze student writing from local classrooms.

Missing these assignment steps—or missing time in class or at your field placement—are the most common reasons that someone does NOT succeed in this course.

In addition to our 2-4pm seminar, your weekly attendance at a local school site is expected for at least 4 hours per week (typically one full day with a host teacher or 2 visits to a focal class each week).

VI. Course Topics

- Core tasks of secondary English teaching (planning, instruction, assessment)
- What makes a good lesson plan?
- What kinds of instructional moves support student writers?
- How do teachers provide feedback...
 - That is sensitive to students' home language?
 - That avoids formulas while addressing standards?
 - That addresses subject-matter differences?
 - That accounts for multimedia?
 - That allows for exceptionalities?

VII. Course Objectives

1. Participate with professionalism as "Guest Teachers" in English language arts classrooms

2. Practice planning, instruction, and assessment for teaching writing in secondary schools
3. Explicitly connect content to learners' needs and interests within and beyond the classroom, based on prior info about focal student(s)
4. Sequence in a coherent fashion for a particular audience lesson objectives/activities, and potential modifications, and connect this sequence to prior and subsequent info about students and curriculum

VIII. Student Learning Outcomes

By the end of this course, students will be able to...

1. Analyze and discuss samples of student writing in order to respond equitably and efficiently
2. Compose an interdisciplinary lesson sequence, including strategies for ELLs and students with exceptionalities
3. Participate in research that strengthens communities and improves lives by gathering info about learners' needs and interests within and beyond the classroom
4. Use appropriate language and communication methods that consider others' points of view and respect differences by sequencing in a coherent fashion assignment(s), goals, lesson objectives/activities, and potential modifications, based on prior info about focal student(s) and the discipline/curriculum

IX. Required Texts and/or Readings and Course Materials

- None

X. Supplementary (Optional) Texts and Materials

Varies by instructor. In addition, the artifacts you gather and analyze on a weekly basis at your local field placement classroom will serve not only as primary "readings" but also as models for your own composing of teaching materials.

XI. Grading Scale

Grading Scale	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

XII. Grade Categories and Weights

(Please see assignment handouts for full descriptions)

<u>Assessment</u>	<u>Percent of Final Grade</u>
Dialogue Journal Responses	21%
FEAP 1.a, 1.b, 1.c, 1.d, 1.f, 2.g, 3.e, 3.f	
SWAP Student Writing Response Practice	
Path 1-5 responses	25%
Feedback and Lesson Sequence	20%
FEAP: 3.h, 5.b	
LIVE Lesson Video Annotation	34%
FEAP 1.a, 1.b, 1.c, 1.d, 1.f, 2.g, 3.e, 3.f	
TOTAL	100%

***Hillsborough County Public Schools Approved Activity** These projects have been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected and that teachers and potential teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor."**

***Critical Tasks** All tasks designated as critical must be completed with a score of 3 or above on each criterion in order to pass the course. An assignment that receives a score of below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. However, the original grade on the assignment will be the score used to compute the final grade for the course. All revisions must be completed before the last class meeting. **NOTE: We will no longer be using [Chalk&Wire](#); this semester, we are in transition, and I will notify you when we more information is available.**

XIII. Grade Dissemination

Grades will be assigned and shared via CANVAS.

XIV. Course Schedule

* Note: This schedule is subject to revision; please check the course CANVAS site for most recent updates.

DATE	TOPIC/PLAN	ASSIGNMENTS
01/13	<i>Course overview</i> Introductions Core tasks Student writing analysis practice Syllabus/Assignments	Reread syllabus, assignments: Any questions? SWAP Path (Standards & Formulas) due 1/20
01/20	<i>SWAP Path (Standards & Formulas)</i> <i>Syllabus Review/Field Placement Prep</i>	Dialogue Journal 1 due 01/27
01/27	<i>Teaching/Writing: Your History</i> Discuss Dialogue Journal 1	SWAP path (Language Sensitivity) due 02/03
02/03	<i>Language Sensitivity</i> Discuss SWAP Path 2	Dialogue Journal 2 due 02/10
02/10	<i>Teaching/Writing: Your Placement</i> Discuss Dialogue Journal 2	SWAP path (Multimedia) due 02/17
02/17	<i>Multimedia</i> Discuss SWAP path 3	Dialogue Journal 3 due 02/24

02/24	<i>Teaching/Writing: 21st Century Literacies</i> Discuss Dialogue Journal 3	SWAP path (Content-Area Writing) due 3/3
03/03	<i>(Inter)disciplinarity</i> Discuss SWAP Path4	SWAP path 5 (Exceptionality) due 3/10
03/10	<i>Teaching Writing to Exceptional Students</i> SWAP Path 5 Discussion	SWAP Lesson Sequence draft due 03/24

03/16 -3/22	<i>Spring Break!</i>	<i>Spring Break!</i>
03/24	SWAP Lesson Sequence Peer review	SWAP Lesson Sequence final due 03/31 LIVE lesson plan due 03/31
03/31	<i>LIVE lesson plan</i> Discuss plans for video lesson	LIVE video (clip) due 4/07
04/07	<i>LIVE video</i> Discuss clips/annotation for video lesson	LIVE plan/video + annotations due 4/21
04/14	<i>LIVE video</i> Discuss clips/annotation for video lesson	LIVE plan/video + annotations due 4/21
04/21	<i>LIVE video peer review</i>	
04/28	<i>LIVE Video</i> Parting thoughts <i>Course evaluations</i>	Have a great summer! Keep in touch!

XV. Global Citizens Project (only required if a GCP course; must be verbatim)

LAE 4530 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

XVI. Course Policies: Grades (as applicable)

Late Work Policy:

Assignments not completed by the due date will receive an "F" unless you notify me in advance. Twice in a semester, a student may elect to take an extension of up to 1 week for an assignment, if the student follows this procedure:

Contact the instructor via email in advance of the due date of the assignment to for an extension. 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. The assignment will be graded according to the assignment rubric.

No grade below C- will be accepted toward an undergraduate degree.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. 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 (once the work is completed) will be changed to “IF” or “IU,” whichever is appropriate.

Writing Commentary Policy:

Commentary on projects will be delivered in written format, at the end of the work. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. Those requesting mp3 feedback must ask when the work is turned in.

XVII. Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Internet and Phone Usage:

Use of the internet for other activities, recreational or academic, during classtime is discouraged and may result in a lowering of your grade. Unless your instructor indicates otherwise, please remember to turn off cell phones and other electronic devices that might make it harder for you or your classmates to be “present” during class; failure to do this may result in a lowering of your grade.

XVIII. Course Policies: Student Expectations

Please see the [Provost's website](#) for standard USF policies on the following topics:

- [Academic Grievance Procedure](#)
- [Academic Integrity of Students](#)
- [Disruption of Academic Process](#)
- [Disability Access](#)
- [Religious Observances](#)
- [Sexual Misconduct/Sexual Harassment Reporting](#)
- [Statement of Academic Continuity](#)

(The above section with link to the Provost's site is required to be included verbatim)

Attendance Policy:

Our work together is important to me: it depends on us being present in order to support and challenge each other as a community. As such, I ask that you respect the following guidelines:

Weekly attendance at our in-person seminar is mandatory; missing class means missing out on opportunities for reflection, collaboration, inspiration—learning! One absence is acceptable: sometimes life intervenes. **Two or more absences will result in having to repeat the course.**

Weekly attendance at a field placement is also mandatory. Throughout the semester, you will spend ~40 hours in an assigned host classroom with a mentor teacher. You should gradually move from observer, to helper, to teacher. The purpose of this field placement is to gain experience in a secondary ELA classroom. At the end of the semester, you will turn in a [signed hours log](#) from your mentor teacher noting you completed your hours and taught at least one lesson. This log is not graded, but it is a requirement of the class: your attendance in your field placement is directly correlated to completing your assignments. If you do not complete your field placement hours, you may receive zeros on your assignments and be placed on program probation until you can demonstrate your suitability to continue in the program.

Use 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.

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

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>. Submissions are due at turnitin.com the same day as in class.

End of Semester Student Evaluations

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.

Learning Support and Campus Offices

Academic Accommodations

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

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

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.](#)

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 Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email

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.](#)

Important Dates to Remember

Please understand that all dates and assignments are tentative and can be changed at the discretion of the professor. For important USF dates, see the [Academic Calendar](#) at

<http://www.usf.edu/registrar/calendars>