



LAE 4323

Methods of Teaching Secondary English Language Arts

84152 001

Fall 2026

Instructor Name

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University Course Description

A Language Arts Education course addressing whole-language methods of integrating reading, writing, speaking, listening, viewing, and critically thinking into a program for secondary students, with a focus in this course on reading.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

By the end of this course, you will be able to:

1. Use knowledge gained from the experience in your community placement to select curriculum, design instruction, and justify choices that focus on reading in the English Language Arts classroom.
2. Analyze the data gathered, student artifacts, in your community placement to plan, annotate, and justify your choices for an instructional sequence (rationale, plans, assessment)

3. Plan, teach, and annotate a reading-focused lesson using program-wide criteria while in your community placement (relevance, alignment, scaffolding)

Course Objectives

1. Participate with professionalism as “Guest Teachers” in language arts classrooms: teach, record, annotate at least one lesson (journal; LIVE video)
2. Write lesson plans that address student needs (lesson sequence, LIVE video)
3. Compose a lesson sequence project to develop a reading-focused lesson sequence (Case study)
4. Research effective methods of reading instruction to inform planning and teaching of reading (discussion leader; lesson sequence)

Required Texts and/or Readings and Course Materials

When Kids Can't Read: What Teachers Can Do, Second Edition by Kyleene Beers
The Crossover by Kwame Alexander

Grading Scale

A: 94-100

A-: 90-93

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79

C: 74-76

C-: 70-73

D: 64-66

D-: 60-63

F: 59 and below

Grade Categories and Weights

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Assessment	Percent of Final Grade
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Community Involvement (attendance ongoing)	10%
FTCE General Knowledge Test (attempt/exempt)	5%
Clinical Kick off and Fingerprint completion	5%
Lesson Sequence	30%
Placement Lesson Reflection	20%
Field Placement Guide and Mentor Feedback (due 12/2)	20%
Discussion Leader (sign up for dates)	10%

Major Topics and Course Schedule

Table caption

Date	Topic/Plan	Assignments Due
DATE	TOPIC/PLAN	ASSIGNMENTS Due on this day!
08/25	<i>Course overview</i>	Getting to know you form
Week 1	<i>Introductions</i>	
	<i>FTCE</i>	Attend our class!
	<i>Competencies</i>	Proof of Clinical kick off and fingerprinting due by the end of the week

Date	Topic/Plan	Assignments Due
09/01 Week 2	Discussion leader sign up and field placement discussion	Read: <i>The Crossover</i> (yes, the entire book). Read: Building classroom community Weekly field placement guide
09/08 Week 3	(Modeling a lesson + discussion + worksheet on strategy and lesson plan)	Read: Beers Chapters 1, 2, and 3 Weekly field placement guide
09/15 Week 4	<i>In person Field Discussion Discussion Leader</i>	Read: Beers 5 & 6 Group 1 Discussion Leaders
09/22 Week 5	<i>In Person Field Discussion Discussion Leader</i>	Beers: Chapter 7 & 8 Group 2 Discussion Leaders
9/29 Week 6	<i>Field Discussion Discussion Leader</i>	Beers Chapters 9 & 18 Group 3 Discussion Leaders

Date	Topic/Plan	Assignments Due
10/6 Week 7	In Person <i>Field Discussion</i> <i>Discussion Leader</i>	Read pages 135-150 of Ginsberg Ch 5 Turn in a draft of context and lessons 1 & 2 by the end of class. Group 4 Discussion Leaders
10/13 Week 8	Asynchronous	Beers Ch 11 & 12
10/20 Week 9	<i>Field Discussion</i> <i>Lesson Sequence in class planning</i>	(Field Placement Debrief /padlet +) Read Strategies for Effective Lesson Planning
10/27 Week 10	Asynchronous	Work on lesson sequence assignment . Turn in a draft of context and lessons 1 & 2 by the end of class.
11/03 Week 11	Work on Lesson sequence in class Assessment types	Read this article on assessment

Date	Topic/Plan	Assignments Due
11/10 Week 12	Finding professional community	Review NCTE position statements (pick 2 that interest you) Review NCTE AI Framework
11/17 Week 14	Workshop day on Teams Lesson Sequence & LIVE Video workshop	Final draft lesson sequence assignment. + Reflection (How did the observations of your peers' presentations, the fieldwork experience, and the course guidelines on lesson plan writing inform any revisions you made to your lesson plans?)
11/24Week 14	Asynchronous classes	Finish your Lesson Reflection and turn it in during the end of our class time.

Date	Topic/Plan	Assignments Due
12/1	Last Class	(Field Placement Debrief /padlet +)
Week 15	<i>FTCE Competencies</i>	Entire <u>field placement guide</u> due! GKT Test exemption/attempt due.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of

the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Extensions Policy: 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:

- Contact Dr. Banack 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.
- Within 1 week of the original due date, resubmit the assignment on Canvas.

Grades of "Incomplete"

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.

Campus Free Expression

It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: *This course is 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 consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.*

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the

student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

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 – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may 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 may 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>.

Netiquette Guidelines

- 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.

- 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.
- 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.
- 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.
- 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

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- 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.

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.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

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 campus and Sarasota-Manatee Teachout site.](#)

[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.](#)

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.

[USF IT Services](#)

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.

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 and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete 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 and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete 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 and Sarasota-Manatee Teachout Site.](#)

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

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)