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2020

SEYS 764 Open Educational Resource Syllabus

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**SEYS 764: THE SECONDARY SCHOOL CURRICULUM:
CURRENT THEORIES AND CONTROVERSIES**

Drafting Possible Futures in English Language Arts
SPRING 2020 | Monday 4:35 - 7:05 p.m. | Kiely Hall 316

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OFFICE HOURS: PH 150 W

Monday 2:30-4:30 p.m. or by appointment

COURSE DESCRIPTION

In this course, we examine contemporary discourse and practice around writing instruction in the secondary English Language Arts (ELA) classroom. School-based composition is often framed and assessed as a specific set of discrete skills that can be developed through decontextualized “best practices.” We will interrogate the assumptions about writing and literacy that sustain these practices and contextualize them within larger (settler) colonial projects. Ultimately, we will develop our own writing philosophies and associated curricular innovations and pedagogical moves.

Specifically, throughout this course, we will:

- Review the social, historical, and political contexts that shape contemporary approaches to standards-based writing instruction
- Investigate our assumptions about the writing process and our conceptions of “good” writing
- Explore the challenges, tensions, and possibilities of a decolonial educational framework
- Develop a range of creative, collaborative, and nontraditional approaches to standards-based writing instruction

This course is structured to feature Open Educational Resources and Open Pedagogy. Our work will serve as and culminate in the creation of a collaborative open-access resource for ELA teachers. This practical and public handbook will serve as a model for the kind of meaningful work we hope to facilitate with our students.

COURSE SCHEDULE

Date & Due in Class	Other Recommended Resources
<p><u>January 27: Course Introduction</u></p> <p><u>Complete this Google Form</u></p>	<p><u>3 ways to speak English</u></p> <p><u>Accents</u></p> <p><u>Cultivating hope in ELA</u></p> <p><u>Rethinking writing</u></p>
<p><u>February 3: Colonialism & English Education</u></p> <p><u>Read Upending Colonial Practices in English Education</u></p> <p><u>Respond on the blog</u></p>	<p><u>Decolonization is for everyone</u></p> <p><u>Decolonization is not a metaphor</u></p> <p><u>Anti-colonial Framework for Teacher Education</u></p>
<p><u>February 10: Narrative Writing I</u></p> <p><u>Read Artifacts and Authorship and/or Crafting Multilingual Monologues</u></p> <p><u>Respond on the blog</u></p>	<p><u>When I grow up I want to be a list of further possibilities</u></p> <p><u>Create safety by modeling vulnerability</u></p>
<p><u>February 24: Narrative Writing Part II</u></p> <p><u>Read Momentos de Cambio: Cultivating Bilingual Students' Epistemic Privilege through Memoir and Testimonio and/or Poetry and Personal Writing</u></p>	<p><u>Men We Reaped (Ward)</u></p>

<p><u>Respond on the blog</u></p>	
<p><u>March 2: Argumentative Writing I</u></p> <p><u>The Humanity of our Students isn't up for Debate</u></p> <p><u>On cultivating radical imagination</u></p> <p><u>Respond on the blog</u></p>	<p><u>Enrique's Journey</u></p> <p><u>Using Nonfiction to Advocate for Change and/or Arguing over Cartoons</u></p>
<p><u>March 9: Argumentative Writing II</u> <i>(Guest Lecturer)</i></p> <p><u>Student Activism</u></p> <p><u>Respond on the blog</u></p>	<p><u>Using Nonfiction to Advocate for Change</u></p> <p><u>Arguing over Cartoons</u></p>
<p><u>March 16: Literary Analysis I</u></p> <p><u>Read Visual Literacy and Poetry</u></p> <p><u>Respond on the blog</u></p>	<p><u>Designing novel lessons</u></p>
<p>Saturday, March 21</p> <p>Attend <u>NYCORE CONFERENCE</u> (replaces April 20th session)</p>	<p><u>LA Strike</u></p> <p><u>Oklahoma Strike</u></p>

<p><u>March 23: Literary Analysis II</u></p> <p><u>Read Even Cinderella is white</u></p> <p><u>Respond to NYCORE on the blog</u></p>	<p><u>Drama and Literature and/or RPG and Literary Analysis</u></p>
<p><u>March 30: Teaching (Action) Research I</u></p> <p><u>Read Students as emerging researchers</u></p> <p><u>Respond on the blog</u></p>	<p><u>Challenges and Tensions of YPAR</u></p> <p><u>Action beyond the classroom</u></p>
<p><u>April 6: Teaching (Action) Research II</u></p> <p><u>Read Multi-genre Research and/or Photos and Action Research</u></p> <p><u>Respond on the blog</u></p>	<p><u>Rebooting Research</u></p> <p><u>Revising Resistance</u></p>
<p><u>April 27: Grammar & Style</u></p> <p><u>Handbook Chapter Outline Due via e-mail</u></p>	<p><u>Power Play</u></p> <p><u>To Correct or Not?</u></p> <p><u>“Other” English</u></p>

<p><u>May 4: Peer Review, Feedback, and Revision</u></p> <p><u>Handbook Chapter Draft Due via e-mail</u></p>	<p><u>Peer Feedback</u></p> <p><u>Digital Revision</u></p> <p><u>Confer with students</u></p> <p><u>Read write talk</u></p>
<p><u>May 11: Handbook Release Party</u> <u>Handbook Due via e-mail</u></p>	

COURSE ASSESSMENTS

1. *Class Blog (20 percent)*
Each week, students will post a 200-250 word reflection on the class blog. Topics determined each week. However, each week you will want to be sure to review the rubric.

	Satisfactory	Developing	Unsatisfactory
Reference to assigned readings	Reference to assigned reading includes specific detail/quote AND demonstrates knowledge of text as a whole	Reference to assigned reading includes specific detail/quote but may not demonstrate knowledge of text as a whole	Vague or missing textual references
Description of outside resource	References specific outside resource and includes description that connects to week's topic/reading	References specific outside resource but may not include description that connects to week's topic/reading	Irrelevant resource or no resource included
Addresses prompt	Addresses prompt clearly and	Addresses prompt vaguely or briefly	Does not address prompt

	thoughtfully		
Length and detail	200-250 words	100-200 words	Under 100 words
Timeliness	Posted by 5 p.m. day of class	Posted within a day or two of due date	Posted more than a few days after due date

2. *Seminar Leadership (20 percent)*

In small groups, students will facilitate part of one class session (approximately 40-50 minutes). Please see the rubric for more information.

	Satisfactory	Developing	Unsatisfactory
Facilitates interaction with assigned text	Facilitates an active interaction with the text	Lectures and/or briefly reviews text	Vague or missing textual references
Engages classmates in activity	Engages classmates in a meaningful, relevant, and usable activity	Engages classmates in an activity that may lack relevance or meaning	Does not include activity
Includes and reviews at least one other resource	References specific outside resource and includes description that connects to week's topic/reading	References specific outside resource but may not include description that connects to week's topic/reading	Irrelevant resource or no resource included
Length and detail	40-50 minutes	30-40 minutes	Under 30 minutes

3. *Blog Curation (20 percent)*

You will be responsible for one reflective synthesis in which you read all of the blogs from the previous week and write a 400-500 reflection of them. Please make specific references to at least 3-4 individual posts AND discuss overall themes, questions, and concerns raised in all of the posts. Additionally, you can address how the activities and conversation in class complicated, resolved, and/or addressed the various issues raised in the blog posts. You will complete your post independently within three weeks, following your seminar presentation!

	Satisfactory	Developing	Unsatisfactory
Identifies key themes across posts	Provides a detailed overview of the themes, questions, and trends that occur across many, most, or all posts from the week and includes reference to in-class discussion or activities	Provides a somewhat brief or vague overview of the themes, questions, and trends that occur across many, most, or all posts from the week and may or may not include reference to in-class discussion or activities	Provides an inaccurate or extremely short overview of the themes, questions, and trends that occur across many, most, or all posts from the week and does not include reference to in-class discussion or activities
Highlights strong resources/practices	Provides an overview and evaluation of at least five particularly useful resources or practices	Provides an overview and evaluation of at least three particularly useful resources or practices	Provides an overview and evaluation of fewer than three particularly useful resources or practices
Length and detail	400-500 words	300-400 words	Under 300 words
Timeliness	Posted by 5 p.m. week following initial posts	Posted within a day or two of due date	Posted more than a few days after due date

4. *Class Attendance and Participation (20 percent)*

Because this class is predicated on collaboration, class attendance and participation are required. Students are expected to be in class, on time, and actively involved throughout.

	Satisfactory	Developing	Unsatisfactory
Attendance	Student attends all classes or misses 1-2 classes with advance notice	Student attends most classes but misses 3-4 classes, with or without advance notice	Student misses five or more classes, with or without advance notice
Timeliness	Student is always or almost always on time to class	Student is mostly on time to classe	Student is sometimes or rarely on time to class
Participation	Student always or almost always participates actively (speaking and/or listening) during class activities, lectures, and/or discussions	Student mostly participates actively (speaking and/or listening) during class activities, lectures, and/or discussions	Student sometimes or rarely participates actively (speaking and/or listening) during class activities, lectures, and/or discussions

5. *Final Project (20 percent)*

The final project will be the collaborative creation of an educational resource. We will work together to determine the organization and composition of this handbook, based on what we think will be most useful for ourselves and other practitioners. Students will also provide a brief context for their submissions. This collaborative effort will ultimately serve as an open-access resource for teachers!

Please note: This class is open access and does not require students to purchase any textbooks.

COURSE GOALS and OBJECTIVES

This course is aligned with the Core Values of the Education Unit of promoting **Equity**, **Excellence**, and **Ethics** in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice. Building upon the seven Queens College Principles (QCP) for Educator Preparation and the standards published by the National Council of Teachers of English (NCTE), we will work toward:

- Interrogating educational and social purposes for English curricula in secondary classrooms (QCP 1, 3, 4, 5; NCTE 2.0)
- Rethinking mainstream understandings about “literacy” in contemporary educational contexts and considering the assumptions beneath such understandings (QCP 1, 5, 6; NCTE 2.1-2, 2.6)
- Investigating how research and theory guide models and methods for teaching writing, language, and literature at the secondary level, with a particular focus on writing (QCP 1, 2, 5, 6; NCTE 3.0)
- Examining, engaging with, and practicing a range of rhetorical modes of composition that may support the multiple literacies of students from diverse sociocultural contexts (QCP 1, 3, 4, 5, 6, 7; NCTE 2.2, 2.5, 3.0)
- Making connections between national/local literacy/ELA standards, disciplinary and pedagogical content knowledge(s), and critical theories and pedagogies in order to create challenging and innovative curricula that support and sustain diverse students’ academic and multiple literacies (QCP 1-7; NCTE 3.0, 4.0)
- Articulating, via process-based writing, discussions, and formal/informal presentations and facilitation, how literacy and language theory and research inform practice, and vice versa, in English language arts

COURSE ASSESSMENTS

In this course, assessments are meant to be authentic and formative. This means that rather than assessing your work against some external norm or seeking to compare your performance to that of other English teachers in general, the assignments in this class are meant to assess your own progress toward meeting course goals and objectives. Written assignments will be varied in topic and format in order to provide a range of opportunities to assess your work in the class. All assignments and assessments are designed to serve as tools that you may also use with your students in your own classroom.

CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: <http://qc.cuny.edu/?id=IUHC>

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated—please see form at the end of the syllabus.

Reasonable Accommodations for Candidates with Dis/abilities

Please discuss any special needs with the professor during the first week of classes—be proactive, and do not depend on any office to communicate needs that you may have or anticipate. Students with dis/abilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).

USE OF STUDENT WORK and CLASSROOM FIELDNOTES

As all teacher education programs in New York State are subject to periodic reviews by accreditation agencies and the education department, samples of students' work are often made available to the professions conducting the review. The professor may also wish to showcase your work as a sample for students in subsequent classes. Finally, the professor may use selections of student work and assessment information as the basis for course improvement and to conduct research and analyses that will improve the fields of English education and teacher education, as well as curriculum and pedagogy overall. Under these circumstances, students' confidentiality and anonymity are conscientiously protected—your name and/or identifying information would never be connected to your written work and/or comments without your explicit consent, and any identifying information would be removed from selected passages.

If this is acceptable to you, please initial the statement below and sign below.

_____ I understand that my work and the professor's fieldnotes may be used for accreditation reviews and for research/scholarship/course improvement purposes. I understand that all identifying information will be removed, and I voluntarily grant my consent.

_____ I understand that my work and the professor's fieldnotes may be used as samples in subsequent courses. I understand that all identifying information will be removed, and I voluntarily grant my consent.

If you do NOT wish to have your work be made available for these purposes, you have the right to indicate your preferences below.

_____ I do NOT want my work to be used for accreditation reviews and for research/course improvement purposes.

_____ I do NOT want my work to be used as a sample in subsequent courses.

Please sign the form below and return to Prof. Zaino. Thank you for your cooperation and understanding.

Name:

Date:

Signature: