EDCI 569: Teaching English in the Secondary School
Spring 2004: Mondays 7:20-10:00 p.m.

Instructor:
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Course Description
The EDCI 569: Teaching English in the Secondary School and EDCI 669: Advanced Methods of Teaching English course sequence is designed to support the development of reflective, professional, collaborative, and research-based practitioners in the field of English/language arts. EDCI 569 introduces preservice English teachers to the fundamentals of theory and practice for teaching English/language arts in middle schools and high schools. EDCI 669 deepens and extends the knowledge, skills, and dispositions gained in EDCI 569. Class sessions, reading/writing assignments, and required fieldwork in both courses emphasize current issues and recent developments in curriculum and methodology in the teaching of secondary school English/language arts.

Course Goals
The purpose of EDCI 569 and EDCI 669 is to prepare teachers of English language arts who will understand, respect, and effectively facilitate the language development and learning of the diverse adolescents with whom they work. The two-course sequence is designed to support English/language arts teachers as they:

1. develop a personal theory of language arts education which is supported by theory and research on the teaching and learning of the language arts,
2. plan and implement lessons and units of instruction which are consistent with a theoretically-strong personal theory of language arts education, and
3. make connections between theory and practice in reflective, critical analyses of curriculum and instruction in language arts.

More specifically, during the EDCI 569 course, students will:

1. read research and theory representative of current thinking in the teaching of English/language arts,
2. explore and report on one specific area of interest in the teaching of the English/language arts,
3. practice planning and implementing process-based writing experiences which facilitate students’ understanding of and reflections on their readings, their lives, and the world,
4. practice planning and implementing lessons on the English language that are taught within the context of the language arts,
5. practice planning and implementing activities and discussions which involve students in active, reflective responses to literature within a diverse community of learners,
6. observe and analyze teaching practices in light of course readings and discussions, and
7. write a beginning personal theory of English education.
Performance Standards for EDCI 569/669
The two English/language arts methods courses have a set of performance standards which establish expectations for student achievement. By the completion of the EDCI 569/669 sequence, students will be able to:

1. describe the national, state, and local standards for English language arts and use them as the underlying basis of classroom curriculum and instruction,
2. design coherent units of instruction and effective daily lessons which reflect current research, theory, and practice in English/language arts,
3. utilize knowledge of adolescence, language, learning, teaching, and diversity to plan and adapt instruction which maximizes learning for all students in today's schools,
4. develop assessments appropriate for identified curricular objectives and related national, state, and local standards,
5. incorporate media/technology into the curriculum to enhance the teaching and learning of the English language arts,
6. reflect upon and critically analyze one's own and observed teaching practices in light of related theory and research in English education, and
7. articulate a developing personal theory of English education.

Course Readings


Students are required to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

Additional readings and handouts will be on electronic reserve and distributed in class.
Course Requirements

Attendance and Participation. Attendance is critical; class time will provide opportunities for (1) participation in hands-on activities, (2) demonstration of effective teaching strategies, and (3) reflection on readings, class activities and assignments, and observations from the field experience. (If unavoidable circumstances prevent attendance at a class, please call the instructor in advance; contact a classmate to discuss missed assignments.) Students are expected to be consistently well-prepared to participate in class as active, thoughtful discussants. Good teachers are lifelong learners, open to new developments in both theory and practice.

Course Learning Log. Learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions and in the required readings; the log of these assignments should reflect a careful consideration of course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today’s secondary school English/language arts classrooms. Learning log assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and instructor.

Lesson Plans. Using the lesson plan format presented in class, EDCI 569 students will prepare three original lesson plans. These three lesson plans will vary in emphasis; one will focus on writing, one on reading, and the other on language. Portions of these lessons will be practiced in small-group microteaching sessions, during which EDCI 569 class members will take turns assuming the roles of teachers and middle school students. Written lesson plans will be evaluated by the instructor; the microteaching will be assessed through self-reflection and peer feedback.

Field Experiences Report. Each student enrolled in EDCI 569 is expected to complete a minimum of 15 hours of fieldwork in a middle school English/language arts classroom. Students are responsible for arranging their fieldwork to include the following: (1) a study of the school’s and the cooperating teacher’s approach to the teaching of writing, (2) a chance to read, diagnose, and assess student writing samples, (3) a study of the school’s and the cooperating teacher’s approach to the teaching of language and skills, (4) a study of the school’s and the cooperating teacher’s approach to the teaching of reading/literature, (5) an opportunity to peruse the school/district’s English/language arts program of study, as well as the suggested/required works of literature, (6) an interview with the cooperating teacher and/or department head about issues facing today’s English teachers, and (7) summary documentation of the 15 hours of observation time spent in the assigned school. Additional information about the fieldwork activities and assignments is included in the EDCI 569 Fieldwork Experiences Packet. If possible, individual fieldwork assignments should be completed by the dates specified in the course schedule; the entire fieldwork experiences report should be turned in no later than May 3.

Curriculum Map. Each student will create a curriculum map for a school calendar year. The map will include essential questions, content, skills, and assessments tied directly to the Virginia Standards of Learning and should also include additional Program of Studies objectives.
Final Exam: Unit Plan and Philosophy Paper on Teaching English. As a culminating project for this course, each student will use the "backwards design" process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing, oral language, and language study; and provides for authentic assessment. The unit can revolve around a particular literary work, a theme, a writer, a period or genre, as long as the unit builds on the strengths and meets the needs of a diverse student population. Long-range plans will include: a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques, the backwards planning chart, and a unit calendar. Specific daily lesson plans, including all support materials, should be included for any five lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. The unit’s organization and methodological approaches should reflect current research and practice in the teaching of English/language arts; an accompanying 3-5 page philosophy paper should describe your developing personal theory of teaching English/language arts and how your unit reflects it.
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<thead>
<tr>
<th>Date</th>
<th>Essential Questions</th>
<th>Content</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>2/2</td>
<td>What is expected of students in this class? What does it really mean to teach English?</td>
<td>Introductions/Course Overview Scope and Sequence Program of Studies Standards of Learning <em>Stargirl</em></td>
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<td>2/9</td>
<td>Do secondary students know how to read? How do teachers make an invisible activity (reading) visible?</td>
<td>Reading instruction Modeling of strategies Types of text</td>
<td>Read <em>Stargirl</em> Burke Chapters 1-4 Learning Log</td>
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<td>2/16</td>
<td>What will reading instruction look like? How is reading assessed?</td>
<td>Reading/ Writing Workshop Readers Response Reader’s Theater</td>
<td>Atwell Chapters 1-5, 8 Learning Log</td>
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<td>2/23</td>
<td>How do teachers meet the needs of all readers? They read it, but did they get it?</td>
<td>Reading lessons demonstrated Literature Circles</td>
<td>Reading Lesson Plan Due Fieldwork Exercise #1,2*</td>
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<tr>
<td>3/1</td>
<td>What are the six traits of writing?</td>
<td>Writing Instruction Teachers as writers Writer’s notebooks</td>
<td>Spandel Chapters 1-6 Learning Log</td>
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<td>3/8</td>
<td>No Class</td>
<td>GMU Spring Break</td>
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<td>3/15</td>
<td>How is writing assessed?</td>
<td>Writing Instruction Rubrics Peer and self evaluation</td>
<td>Atwell Chapters 6, 7, 9 Learning Log</td>
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<td>3/22</td>
<td>Am I a digital native or a digital immigrant? How will technology influence instruction?</td>
<td>Writing lessons demonstrated Media/Technology</td>
<td>Writing Lesson Plan Due Burke Chapters 12-13 Fieldwork Exercise #3,4*</td>
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<td>3/29</td>
<td>Besides “look it up”, what can I offer students when they don’t know a word?</td>
<td>Vocabulary Instruction Theory and Practice</td>
<td>Burke Chapter 5 Learning Log</td>
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<td>4/5</td>
<td>Do students still diagram sentences? What are the best practices related to grammar instruction?</td>
<td>Grammar Instruction Beyond the workbook Theory and Practice Best Practices</td>
<td>Burke Chapter 6 Weaver Chapters 1-6 Learning Log</td>
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<td>4/12</td>
<td>If I don’t know where I am going, how will I know if I am there? How will a map help ensure instruction of POS/SOL Objectives?</td>
<td>Language lessons demonstrated Curriculum Mapping Assessment versus Evaluation</td>
<td>Language Lesson Plan Due Burke Chapter 11 Fieldwork Exercise #5*</td>
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<td>4/19</td>
<td>What is involved in a unit plan? How do I “begin with the end in mind”?</td>
<td>Essential Understanding and Knowledge Assessment Task Analysis Unit Planning</td>
<td>Curriculum Map Due Burke Chapter 10</td>
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<td>4/26</td>
<td>How do I plan to ensure the instructional needs of all learners?</td>
<td>Instructional Resources Accommodations and Adaptations Unit Planning</td>
<td>Learning Log Fieldwork Exercise #6,7*</td>
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<td>5/3</td>
<td>What are the possibilities?</td>
<td>Literate Environments Unit Presentations</td>
<td>Unit Plans Due Field Experience Due</td>
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<td>5/10</td>
<td>Final Exam: Unit Presentations</td>
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<td>Philosophy Paper Due</td>
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*Recommended Due Dates for Fieldwork Assignments (dates parallel class discussions and readings)
**Course Evaluation**

The grading system for graduate courses at GMU is as follows: A+, A, A-, B+, B, B-, C, F
In this course, the following numerical system will be used:
A+=97-100   A=94-96   A-=90-93   B+=87-89   B=84-86   B-=80-83   C=70-79   F=below 70

All assignments must be turned in on time. Late assignments will not be given full credit; in the case of extenuating circumstances, approval must be granted in advance by the instructor.

Grades of "A" in this course are earned by students who do exemplary, distinguished work. The A+/A/A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

EDCI 569 assignments are weighted as follows:
- Course Learning Log (at-home and in-class writings) 25
- Microteaching Lesson Plans (5 points apiece) 15
- Field Experience (observations and report) 15
- Curriculum Map 5
- Unit Plan and Presentation 20
- Philosophy/Position Paper 20

*The Unit Plan assignment must be satisfactorily completed in order to proceed into the next semester of the Secondary Education licensure program.*

It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. Products from this class can be included in your exit portfolio for the M.Ed. program and can also become part of your professional portfolio used for job placement.

**Honor Code**
To promote a stronger senses of mutual responsibility, respect, trust and fairness among all members of GMU and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or website.

NOTE: This syllabus is subject to change based upon the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. **If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester** so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).