

## **EDCI 569: Teaching English in the Secondary School**

Spring 2005: Mondays 7:20-10:00 p.m.

Dr. Linda Hanrahan  
MSN 4B3, Graduate School of Education  
George Mason University  
Fairfax, Virginia 22030

Office: Robinson A321  
Phone: (703)993-3823  
Email: lhanraha@gmu.edu  
Office Hours: before class and by appt.

### **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, and
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**

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann.

Burke, J. (1999). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*. Portsmouth, NH: Heinemann.

Cisneros, S. (1989). *The house on Mango Street*. New York: Vintage Books.

Karolides, N. (2000). *Reader response in secondary and college classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Heinemann.

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.

The following are some of the readings tentatively planned for use in EDCI 669:

- Appleman, D. (2000). *Literary theory in the English classroom*.
- Folger Shakespeare Guide(s) on the teaching of Shakespeare.
- Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. OR
- Romano, T. (1995). *Writing with passion: Life stories, multiple genres*.
- Somers, A.B. (1999). *Teaching poetry in high school*.
- Spandel, V. (2001). *Creating Writers*

## **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. **Weekly.**

**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. **Due weekly at the discretion of the instructor and then in full on April 18.**

**I-Search Paper/Poster Presentation/Handout.** Students will select, research, and report on one aspect of English/language arts instruction. The well-written, carefully-edited I-Search Paper should include at least ten *good* sources that reflect a combination of theory, research, and practice. At least five of these sources **MUST** be recent publications of the National Council of Teachers of English and/or the International Reading Association; at least one source must be an interview with an English educator; and at least one source must be a reliable, relevant website. Students are encouraged to develop and conduct structured interviews and/or surveys of inservice English teachers and/or adolescents, if appropriate for the selected topic. Reports are to be written in what Ken Macrorie calls "I-Search" style (details in class and in assigned reading) and should be 12-point font, approximately 10-12 pages long. The I-Search paper; a one-page, APA-style, annotated bibliography; a one-page synthesis handout for your classmates; and a "poster presentation" on your topic are **due in class on March 7.**

**Field Experiences Report.** Each student enrolled in EDCI 569 is expected to complete a minimum of 15 hours of fieldwork in a middle school or high school English/language arts classroom. Students are responsible for arranging their fieldwork to include the following: a study of the school's and the cooperating teacher's approach to the teaching of writing; a chance to read, diagnose, and assess student writing samples; a study of the school's and the cooperating teacher's approach to the teaching of language and skills; a study of the school's and the cooperating teacher's approach to the teaching of reading/literature; an opportunity to peruse the school/district's English/language arts program of study in literature, as well as the suggested and/or required works of literature; and an interview with the cooperating teacher and/or department head about issues facing today's English teachers. 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, including a signed copy of the summary documentation of hours, should be turned in **no later than May 9/May 16.**

**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 language study, and the other on oral discussion. 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/high school students. Written lesson plans will be evaluated by the instructor; the microteaching will be assessed through self-reflection and peer feedback. **Due on February 21, April 4, and May 9.**

**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. The unit plan and philosophy paper should be **turned in no later than May 9.**

### **Schedule of Topics and Assignments**

#### 1/24 **Introductions/Course Overview** **Writing Strand: Process-Based Approaches to the Teaching of Writing** **A Mini-Demonstration of the Writing Process at Work**

Assignments due by next week: (1) Read *The House on Mango Street* by Sandra Cisneros. Make a list of five possible ideas for teaching this work in a secondary school. (2) Revise and edit your vignette on your name. Post your piece on the course Blackboard site (blackboard.gmu.edu) by Sunday, 1/30, at 5 p.m., as a way of introducing yourself to the class. (3) Write the draft of a vignette/memoir that tells the story of a personal event in your development as a writer; use your personal experience graph for ideas. Be prepared to share this writing in next week's class. (4) Read the articles by Romano and Flowers. Using the principles, processes, and terminology from these readings, write a reflective analysis of your own writing process/of yourself as a writer. (Hint: Consider the process you followed as you wrote your vignette.) Post this writing self-analysis on the course blackboard site by Sunday, 1/30, at 5 p.m. (5) Bring all assignments listed above to next week's class. (6) At some point between Sunday, 1/30, at 5 p.m., and Monday, 1/31, at 7 p.m., please read your classmates' postings on our course Blackboard site. Come to class knowing something about each of your classmates.

#### Reminders:

- Join NCTE or IRA; subscribe to one of the journals.
- Activate your GMU email account; arrange for forwarding if that's what you want to do.
- Change your password (and your email address?) on our course Blackboard site.

1/31 **Looking at Ourselves as Writers**  
**Writing Strand: Getting Started**

Assignments due next week: (1) Revise and edit your vignette/memoir of your development as a writer. (2) Read the Watson piece, and write a Dear Sam-style letter to your peers about your piece and your requests for support from them. (3) Read the Graves and Sommers articles on responding to writing; be prepared to complete an in-class learning log on these two articles. (4) Select a topic for your I-Search Paper; post your paper proposal on the course Blackboard site by Monday, 2/7, at noon. Please... no duplication of topics without permission from the instructor... first come, first served!

2/7 **Writing Strand: Responding to the Works of Others**  
**Introduction to Lesson Planning**

Assignments due next week: (1) Read Burke, introduction and chapters 1, 2, 3, and 7; be prepared to complete an in-class learning log on your reading in Burke. (2) Based on the feedback you received during class, do another round of revision/editing of your vignette/memoir. Post your revised piece on the course Blackboard site by Saturday, 2/12, at noon, for online response from your peer response group. (3) Respond by Monday, 2/14, at noon, to the revised vignettes posted on Blackboard by your peer response group. (4) Work on your I-Search Paper; locate at least two good sources.

2/14 **Writing Strand: Revising and Editing**  
**Planning a Microteaching Lesson**

Assignments due next week: (1) Work with your partner to plan a mini-lesson on writing that could be taught in conjunction with a unit revolving around the Cisneros book. Complete a written lesson plan using the format provided in class and available on the course Blackboard site. Be prepared to teach the beginning of your lesson to your peers. (2) Do one final round of revision on your vignette. (3) Begin reading the Atwell book, chapters 1, 3, and 4. (3) Work on your I-Search Paper.

2/21 **Microteaching Lessons: Writing**  
**Writing Strand: Revising and Editing, continued**

Assignments due next week: (1) Complete the reading of Atwell chapters 1, 3, and 4, and chapter 5, pages 118-132 and 140-147. (2) Prepare a written "script" for the role assigned to you as an invited guest on a television talk show. (3) If possible, complete Fieldwork Assignments #1 and #2. (4) Work on your I-Search Paper; bring your pre-writing plan and the draft of your paper's introduction to class for feedback.

2/28 **The Workshop Approach to Teaching Writing**  
**Feedback Session: I-Search Papers**

Assignments due next week: Complete your I-Search Assignment.

- I-Search Paper, *with APA-style reference list*
- Poster Presentation
- Handout for your classmates
  - on front: key information about teaching strategies
  - on back: *annotated* bibliography of five best sources

3/7 **MAJOR ASSIGNMENT DUE: I-Search Paper/Poster Presentation/Handout**  
**Writing Strand: Publishing**

Assignments due March 28: (1) Complete the reading of the full Atwell text. (2) Read Weaver, chapters 1-4. (3) Complete the assigned log in response to the reading in Atwell and Weaver. (3) Note: If you want to work ahead during the two-week break, complete the reading of the Weaver text.

3/14 **GMU SPRING BREAK – NO CLASS**  
See above for assignments due March 28.

3/21 **LOCAL-AREA PUBLIC SCHOOLS BREAK – NO CLASS**  
See above for assignments due next week.

3/28 **Language Study Strand: Theoretical Perspectives**  
**Planning a Microteaching Lesson**

Assignments due next week: (1) Complete the reading of the Weaver text, and read Burke, chapters 5 and 6. (2) In response to the readings on language skills in Atwell, Weaver, and Burke, identify, describe, and discuss 5 key learnings/principles that will undergird your practice, 5 promising teaching strategies, and five questions you continue to ponder. (3) Plan a language study lesson that could be taught in conjunction with a unit revolving around the Cisneros book. Complete a written lesson plan using the format presented in class. Be prepared to teach the beginning of your lesson to your peers. (4) If possible, complete Fieldwork Assignment #3.

4/4 **Language Study Strand: Classroom Strategies**  
**Microteaching Lessons: Language Study**

Assignments due next next week: (1) Read the first half of the Karolides text (at least through chapter 8), and complete the assigned learning log. (2) Read Burke, chapter 10, on unit planning.

4/11 **Reading/Literature Strand: Theoretical Perspectives**  
**Introduction to Unit Planning**

Assignments due next week: (1) Finish the Karolides book, and complete the corresponding learning log. (2) Compile all weekly course writing assignments into a well-organized Course Learning Log to be turned in next week (see Learning Log Table of Contents on the course Blackboard site). (3) If possible, complete Fieldwork Assignments #4 and #5. (4) Come to class with an idea for your unit plan.

4/18 **Reading/Literature Strand: Classroom Strategies**  
**Unit Planning, continued**  
**MAJOR ASSIGNMENT DUE: Course Learning Log**

Assignments due next week: (1) Work on your Unit Plan; bring it to class for feedback. (2) Read Burke, chapter 4, on the teaching of reading/literature. Be prepared to complete an in-class learning log entry on this chapter.

4/25 **Reading/Literature Strand: More Classroom Strategies**  
**Unit Planning, continued**

Assignment due next week: (1) Work on your Unit Plan. (2) Read Burke, chapters 8 and 9, on teaching speaking, listening, and thinking. Be prepared to complete an in-class learning log entry on the reading in Burke.

5/2 **Unit Planning, continued**  
**Developing a Theory of English Education**  
**Oral Language Strand: Discussion Strategies**

Assignments due next week: (1) Work with your partner to plan an oral discussion of your assigned topic or issue from your field experience. Complete a written lesson plan using the format presented in class. (2) Complete your Unit Plan and Philosophy Paper. (3) Complete your Field Experiences Report.

5/9 **MAJOR ASSIGNMENTS DUE: Final Field Experiences Report, Unit Plan, and Philosophy Paper**  
**Microteaching Lessons: Oral Discussions (of field observations)**  
**Making Theory-Practice Connections**  
**Course Wrap-Up**

**Possible Course Topics for EDCI 669 Advanced Methods of Teaching English:**

More on Lesson and Unit Planning

Writing Strand

The Research Paper

The Literary Analysis Paper

The Multigenre Paper

Creative Writing

The Writer's Notebook

Literature Strand

Literary Theory in the Classroom

Literature Circles

Poetry Is Not Boring

Performance Approaches to Teaching Shakespeare

Young Adult Literature

Reading Strand

Basic Literacy Issues in the Secondary School

Checking for Comprehension

Sustained Silent Reading/Reading Workshop

Language Study Strand

Ebonics

English as a Second Language

Oral Language Strand

Public Speaking

Questioning

Media and Technology in the English Curriculum

Working with Special Needs Learners

Assessment, Evaluation, and Grading

Classroom Management  
    Motivation  
    Discipline  
Parents and Community  
Current Issues and Recent Developments in English Education  
    Censorship  
    Standards (State, NCTE/IRA, NBPTS)

### **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.

Note: A semester grade of "C" is not considered acceptable in a graduate licensure course. Any student who receives a "C" in this course should see his/her faculty advisor immediately to discuss continuation in the Secondary Education Program.

EDCI 569 assignments are weighted as follows:

Course Learning Log (at-home, online, and in-class writings)	15
Microteaching Lesson Plans (5 points apiece)	15
I-Search Paper/Poster Presentation/Handout	20
Unit Plan*	20
Philosophy/Developing Theory Paper	15
Field Experience (observations and report)	15

Due dates to keep in mind:

February 21	microteaching lesson (writing)
March 7	I-Search paper/poster presentation/handout
April 4	microteaching lesson (language study)
April 18	full course learning log
May 9	final exam: unit plan* and philosophy paper
May 9	microteaching lesson (discussion)
May 9/16	fieldwork report

\* Note: The Unit Plan assignment is part of your mid-program progress review and must be satisfactorily completed in order to proceed into the next semester of the Secondary Education licensure program. Please use the self-assessment rubric to go over your Unit Plan carefully before turning it in for instructor review.

## **College of Education and Human Development Expectations**

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Approved March 2004

## **Bibliography**

The list of references at the end of this syllabus consists of respected texts in English Education; these works would make a good start for your personal library as an English teacher.

Allen, J. (1995). It's never too late: Leading adolescents to lifelong literacy. Portsmouth, NH: Heinemann.

Andrasick, K. (1990). Opening texts: Using writing to teach literature. Portsmouth, NH: Heinemann.

Applebee, A. (1996). Curriculum as conversation: Transforming traditions of teaching and learning. Chicago: University of Chicago Press.

Applebee, A. (1974). Tradition and reform in the teaching of English. Urbana, ILL: NCTE.

Beach, R. & Marshall, J. (1991). Teaching literature in the secondary school. Orlando, FL: Harcourt Brace.

Bomer, R. (1995). Time for meaning: Crafting literate lives in middle and high school. Portsmouth, NH: Heinemann.

Britton, J. (1975). Language and learning. Harmondsworth, ENG: Penguin.

Calkins, L.M. (1986). The art of teaching writing. Portsmouth, NH: Heinemann.

Christenbury, L. (1994). Making the journey: Being and becoming a teacher of English language arts. Portsmouth, NH: Boynton/Cook.

Elbow, P. (1981). Writing with power. New York: Oxford University Press.

Elbow, P. (1973). Writing without teachers. New York: Oxford University Press.

Fletcher, R. (1996). Breathing in, breathing out: Keeping a writer's notebook. Portsmouth, NH: Heinemann.

Fulwiler, T. (1987). The journal book. Portsmouth, NH: Boynton/Cook.

Gere, A., Fairbanks, C., Howes, A., Roop, L., & Schaafsma, D. (1992). Language and reflection: An integrated approach to teaching English. New York: Macmillan.

Graves, D.H. (1983). Writing: Teachers and children at work. Exeter, NH: Heinemann.

Hillocks, G. (1995). Teaching writing as reflective practice. New York: Teachers College Press.

Kirby, D., Liner, T., & Vinz, R. (1988). Inside out: Developmental strategies for teaching writing. Portsmouth, NH: Heinemann.

Langer, J. (1995). Envisioning literature: Literary understanding and literature instruction. New York: Teachers College Press.

- Macrorie, K. (1984). Searching writing. Portsmouth, NH: Boynton/Cook.
- Mayher, J.S., Lester, N.B., & Pradl, G.M. (1983). Learning to write/Writing to learn. Upper Montclair, NJ: Boynton/Cook.
- Milner, J. & Milner, L. (1999). Bridging English 2<sup>nd</sup> ed. New York: Prentice Hall.
- Moffett, J. & Wagner, B.J. (1992). Student-centered language arts, K-12. (4<sup>th</sup> ed.). Portsmouth, NH: Boynton/Cook & Heinemann.
- Murray, D. (1968) A writer teaches writing. Boston: Houghton Mifflin.
- Murray, D. (1989). Expecting the unexpected: Teaching myself – and others – to read and write. Portsmouth, NH: Boynton/Cook.
- Myers, M. (1996). Changing our minds: Negotiating English and literacy. Urbana, ILL: NCTE.
- Nelms, B. (Ed.). (1988). Literature in the classroom: Readers, texts, and contexts. Urbana, ILL: NCTE.
- Newkirk, T. (Ed.) (1990). To compose: Teaching writing in high school and college (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Probst, R. (1988). Response and analysis: Teaching literature in junior and senior high school. Portsmouth, NH: Heinemann.
- Purves, A., Rogers, T., & Soter, A. (1995). How porcupines make love III: Readers, texts, cultures in the response-centered classroom. White Plains, NY: Longman.
- Rief, L. (1992). Seeking diversity: Language arts with adolescents. Portsmouth, NH: Heinemann.
- Romano, T. (1987). Clearing the way: Working with teenage writers. Portsmouth, NH: Heinemann.
- Rosenblatt, L. (1995). Literature as exploration (5<sup>th</sup> ed.). New York: Noble & Noble.
- Rosenblatt, L. (1978). The reader, the text, the poem: The transactional theory of the literary work. Carbondale, ILL: Southern Illinois University Press.
- Routman, R. (1994). Invitations: Changing as teachers and learners k-12. Portsmouth, NH: Heinemann.
- Shaugnessy, M. (1977). Errors and expectations: A guide for the teacher of basic writing. New York: Oxford University Press.
- Smagorinsky, P. (1996). Standards in practice: Grades 9-12. Urbana, ILL: NCTE.
- Smith, F. (1982). Writing and the writer. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Standards for the English language arts. (1996). Urbana, ILL: NCTE.

Stock, P.L. (1995). The dialogic curriculum: Teaching and learning in a multicultural society. Portsmouth, NH: Boynton/Cook.

Wilhelm, J. (1996). Standards in practice: Grades 6-8. Urbana, ILL: NCTE.