EDCI 669: Advanced Methods of Teaching English in the Secondary School
Spring 2005: Tuesdays 4:30 – 7:10 p.m.

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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, junior highs, and high schools. EDCI 669 deepens and extends the knowledge, skills, and dispositions gained in 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 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.

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. make theoretical and practical connections across the range of curriculum, instruction, assessment, motivation, and management in English/language arts,
6. incorporate media/technology into the curriculum to enhance the teaching and learning of the English language arts,
7. reflect upon and critically analyze one’s own and observed teaching practices in light of related theory and research in English education, and
8. articulate a developing personal theory of English education.
**Course Texts**


*Select one:*


*For students who have already read the Spandel text (please see me):*


Subscribe to a professional journal:

Students are required to obtain a student/beginning teacher membership in either the National Council of Teachers of English or the International Reading Association and subscribe to one of their journals (*English Journal, Journal of Adolescent and Adult Literacy, Voices from the Middle*).

Additional readings and handouts will be distributed in class.

**Recommended texts:**


**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, and contact a classmate to discuss missed activities/assignments.) Students are expected to be consistently well-prepared to participate in class as active, thoughtful discussants. Good English language arts teachers are lifelong learners, open to new developments in research, theory, and practice. **Weekly.**
**Writer’s Notebook.** Each student will use a Writer’s Notebook as the site for personal and professional exploration of ideas and readings during the semester. Students are expected to contribute entries to this notebook on a regular weekly basis; some entries will be assigned. (Note: The Writer’s Notebook can also be used for writings, musings, sketches, etc. totally unrelated to the 669 course.) The Writer’s Notebook should be brought to all class sessions; the course-related contents of this Notebook will be used as the basis of class discussions and activities and will be shared periodically with classmates. **Due weekly and reviewed at the discretion of the instructor; excerpts to be collected on March 8 and April 26.**

**Microteaching Lessons.** Students in EDCI 669 will complete two microteaching lessons, one on poetry and the other on media/technology. The poetry microteaching lesson is due in class on **February 8,** and the media technology lesson is due in class on **March 29.**

**Media/Technology Toolbox.** The Media/Technology Toolbox is designed to assist you in meeting the state and national standards for media/technology for teachers. The Toolbox consists of multiple sections, some of which may draw upon assignments completed for other courses: Part I is a review of journal articles on the use of media and technology in the English language arts classroom; Part II is an exploration of useful web sites; Part III is an evaluation of English/language arts software; Part IV is a copy of your powerpoint presentation completed for EDUC 672; Part V is a lesson plan in which technology is used to enhance instruction; Part VI is a lesson plan in which film/non-print media is used to enhance instruction; and Part VII is a spreadsheet representing key knowledge about the teaching of English language arts. Additional information will be provided in class. (Suggestion: You might want to include this assignment in Part VII of your Professional Development Portfolio.) **Due in class on March 29.**

**Multigenre Research Project.** This research project is an exploration of the role of language and culture in curriculum and instruction in English language arts and should reflect the culmination of course content, reading, and fieldwork from the program. Modeled after the multigenre research paper idea designed by Tom Romano, the paper consists of at least five genres, such as autobiography, personal vignette, narrative, research paper, poetry, fiction, drama, summary, informal letter, news story, essay, etc., one of which must be technology-based (tri-fold brochure, powerpoint presentation, Inspiration-generated concept map, etc.) The 10-12 page paper should provide a good sense of your developing theories and perspectives on language and culture; when regular written genres are used, the font should be 11 or 12 point, Times Roman or other standard font. EDCI 569/669 course texts can be used as sources, but a minimum of 8 additional readings from NCTE/IRA publications or relevant texts/journals must also be cited in the paper. Additional information will be provided in class. **Paper and oral presentation due in class on May 3.**

Robinson Secondary School students will be working on a multigenre research project during February/March. Students in EDCI 669 will provide support, suggestions, and feedback to these tenth graders as they proceed through the planning, writing, and revision of their multigenre projects.

**Fieldwork Packet.** Each student enrolled in EDCI 669 is expected to complete a minimum of 15 hours of observation in a middle school or high school English language arts classroom. (Note: Students who are teaching or student teaching cannot use their own teaching experience to fulfill this requirement; the 15 hours must consist of observations of other teachers.) Additional information about the fieldwork activities and assignments will be provided in class. It is recommended that fieldwork assignments be completed as the semester progresses; the entire compiled fieldwork experiences report should be turned in **no later than May 10.**
Developing Theory of English Language Arts. At the end of this second course in the EDCI 569-669 course sequence, students will revise and extend the first version of the "developing theory" paper written for EDCI 569. The updated, extended version of this theory paper will be turned in as a final culminating assignment in EDCI 669 and should reflect the student's increased knowledge of the field of English language arts. Due in class on May 10.

Schedule of Topics and Assignments

1/25 Introductions
- to each other
- to the course

Literature Strand: Poetry in the English Classroom

Assignments due next week: (1) Select a Writer's Notebook, and bring it to class every week. (2) Read Somers, chapters 1-8, on the teaching of poetry. (3) Complete at least two entries in your Writer's Notebook -- respond to the Somers book, and try drafting a poem using one of the forms/ideas presented in Somers.

2/1 Writing Strand: Writer's Notebooks

Literature Strand: Teaching Poetry

Assignments due next week: (1) Read Somers, chapters 9-12, and Atwell, chapter 13, on the teaching of poetry. (2) In your Writer's Notebook, respond to the assigned readings, and try writing another poem in response to a lesson idea in Somers or Atwell. (3) Develop a written lesson plan for the teaching of a poem; in this lesson, include three components: response/discussion activity, instruction on an element of poetry/poetic language, and a related “of, from, or about” writing activity. Plan to teach one portion of this lesson to your classmates next week in a microteaching activity.

2/8 Literature/Writing Strands: Reading, Writing, and Discussing Poetry

Due in today’s class: Poetry Lesson/Microteaching Activity

Assignments due next week: (1) Read the first half of your selected text by Romano. (2) Complete at least two entries in your Writer's Notebook, one in response to the assigned reading in Romano and one an entry of your own choice. (3) Respond to your Robinson Secondary School student writer if you hear from him/her.

2/15 Writing Strand:
- Romano texts
- Multigenre Research Papers

Assignments due next week: (1) Complete the reading of the Romano book (2) Complete at least two entries in your Writer’s Notebook, one in response to the assigned reading in Romano and one a “pasting-in” of something interesting. (3) Respond to your Robinson Secondary School student writer if you hear from him/her.
2/22  **Writing Strand: Voice, Passion, Multiple Genres**

Assignments due next week: (1) Propose a topic for your multigenre research paper, and post it on the course Blackboard site (only one person per topic, please). (2) Complete at least two entries in your Writer’s Notebook, one an attempt at drawing/sketching and one an entry of your own choice. (3) Respond to your Robinson Secondary School student writer if you hear from him/her. (4) Work on your Media/Technology Toolbox.

3/1  **Media/Technology Strand:**
- **Film in the English Curriculum**
- **Using Technology to Enhance Instruction**

Assignments due next week: (1) Read Shakespeare Set Free, pages xi-40, 117-118, and 201-203, and then peruse the full set of lesson plans for at least one of the plays. (2) Complete at least two entries in your Writer’s Notebook, one a response to the assigned reading and the other an entry of your own choice. (3) Select three representative entries from your Writer’s Notebook, and make copies to be turned in to the course instructor. Come to class prepared to read a poem or other short excerpt from your Notebook. (4) Respond to your Robinson Secondary School student writer if you hear from him/her.

3/8  **Literature Strand: Performance-Based Approaches to Shakespeare**
**Guest Speaker: Dr. Laura Horvath**

*Due in today’s class:*
- **Writer’s Notebook excerpts**

Assignments due March 29: (1) Complete your Media/Technology Toolbox. (2) Prepare a microteaching lesson as a way of sharing an instructional idea for using media and/or technology in the English curriculum. Make copies of your lesson for your classmates. (3) Work on your Multigenre Research Paper. (4) Respond to your Robinson Secondary School student writer if you hear from him/her.

3/15  **GMU Spring Break – No Class**

Assignments due March 29: See above.

Respond to your Robinson Secondary School student writer if you hear from him/her.

3/22  **Local Area Public School Spring Break – No Class**

Assignments due next week: See above.

3/29  **Media/Technology Strand: Microteaching and Idea Sharing**

*Due in today’s class:*
- **Media/Technology Toolbox**
- **Media/Technology Microteaching Lesson**

Assignments due next week: (1) Read Appleman, chapters 1-5, on literary theory in the high school classroom. (2) Complete at least two entries in your Writer's Notebook, one of which should be a response to the assigned reading in Appleman and the other a reflection on your progress on your Multigenre Research Paper.
4/5 Literature Strand: Literary Theory in the Classroom
Assignments due next week: (1) Read Appleman, chapters 6-8. (2) Complete at least two entries in your Writer's Notebook, one a response to the assigned reading in Appleman and one an entry of your own choice.

4/12 Literature Strand: A Literary Lenses Approach
Assignments due next week: (1) Read Spandel, chapters 1-6. (2) Complete at least two entries in your Writer's Notebook, one a response to the assigned reading in Spandel and the other a selected activity from the end of one of the chapters.

4/19 Writing Strand: The Cycle of Diagnosis, Planning, Teaching, Assessing
Assignments due next week: (1) Complete the Spandel text. (2) Make at least two entries in your Writer's Notebook, one a response to the assigned reading in Spandel and the other a selected activity from the end of one of the chapters. (3) Select three representative entries from your Writer's Notebook, and make copies to be turned in to the course instructor. (3) Work on your Multigenre Research Paper. Bring the draft of one genre to class.

4/26 Writing Strand:
• Assessment of Writing
• Multigenre Research Papers

Due in today’s class: Writer’s Notebook excerpts
Assignments due next week: (1) Complete your Multigenre Research Paper. (2) Prepare a brief oral presentation on your research topic. (3) Make copies of the handout for your classmates.

5/3 Language and Culture in the English Language Arts Classroom
Multigenre Research Paper Presentations

Due in today’s class: Multigenre Research Paper and Presentation
Assignments due next week: (1) Complete your Fieldwork Assignment. (2) Revise your “Developing Theory of English/Language Arts Education.” (3) Be prepared to participate in an end-of-course fishbowl discussion.

5/10 National Standards in the English Language Arts
• NCTE/IRA
• NCATE/NCTE Standards for Beginning Teachers
• NBPTS Standards for Board-Certified Teachers

Course Wrap-Up: Discussions of Fieldwork and Developing Theories

Due in today’s class:
• Fieldwork Assignment
• Revised Developing Theory Paper
Evaluation and Grading Procedures

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

Assignments should 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 and related assignments in a timely and professional way; completes 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 669 assignments are weighted as follows:
  Writer’s Notebook       15
  Microteaching Lessons    15
  Poetry Lesson (10)
  Media/Tech Lesson (5)
  Media/Technology Toolbox 20
  Fieldwork Packet        15
  Multigenre Research Paper 25
  Revised/Expanded Developing Theory Paper 10

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 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 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 or call 703-993-2474 to access the DRC.

Approved March 2004