Course Description
Prerequisite: EDUC 569; prerequisite or corequisite: EDUC 522. Provides study of advanced methods, materials, content and organization of English programs in the secondary school. Field experience required for those seeking initial teacher licensure.

Nature of Course Delivery
Class time will be devoted to small and large group discussions, workshops given by outside presenters, mini-presentations given by class participants, individual reading and writing, and engagement in activities modeled by the instructor. Outside assignments will include the reading of professional texts and articles, the design of lessons, written reflections on reading and class discussions, research, and field observation.

Course Goals
The purpose of 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. Along with EDCI 559, this course 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 best practice in reflective, critical analyses of curriculum and instruction in language arts.

Professional Performance Standards
The two English/language arts methods courses have a set of performance standards which establish expectations for student achievement and which reflect the standards of the National Council of Teachers of English (NCTE). 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.

Required Texts


Select one of the following novels:

Course Requirements

**Attendance and Participation.** Attendance is critical; class time will provide opportunities for participation in hands-on activities, demonstration of effective teaching strategies, and reflection on readings, class activities and assignments, and observations from the field experience. If unavoidable circumstances prevent attendance at a class, please call or e-mail the instructor in advance, and contact a classmate to discuss missed activities and assignments. Students are expected to be consistently well-prepared to participate actively and thoughtfully. Missed classes and consistent tardiness will result in a deduction from the participation grade. **Weekly.**

**Professionalism.** Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. You are expected to exhibit such professionalism through a:
- commitment to the profession
- commitment to honoring professional ethical standards
- commitment to key elements of professional practice
• commitment to being a member of the learning community
• commitment to democratic values and social justice

Students must also follow the guidelines of the University Honor Code which states in part: “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” 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.

Writer’s Notebook. Each student will maintain a Writer’s Notebook as the site for personal and professional exploration of ideas, readings and burning questions during the semester. Students are expected to contribute entries to this notebook on a regular weekly basis. The Writer’s Notebook should be brought to all class sessions; the contents will be used as the basis of class discussions and activities and will periodically be shared with classmates. Due weekly and reviewed periodically at the discretion of the instructor.

Position Paper on the teaching of Literature (multi-genre format). The first night of class, students will begin drafting a position paper on the teaching of literature. This paper should go through development and revision over the following weeks. A draft will be shared in writing groups on March 28 and April 18, and a polished paper (in multi-genre format) will be submitted April 25. The paper should include, but not necessarily be limited to, the following:
• Why do we teach literature?
• How do we, as teachers, decide what literature to teach?
• What are the most important aspects of the teaching of literature?
• What problems might I encounter in the teaching of literature and how might I address them? (Focus on 2 or 3 that you think are the most significant.)
• How could/should poetry be integrated into the teaching of literature?

Note: this is the piece that will become part of your professional portfolio.

Novel Assignments: You will use your selected novel as the basis for a series of assignments that reflect strategies and techniques that you are learning about the teaching of literature. For your novel, you will develop the following (to be used with students):
• a pre-reading activity specific to your novel
• two activities or lessons you would use to help students understand while they are reading
• an assignment that is research-based which students might complete either during or after reading the novel
• an oral activity that involves active classroom discussion about the novel
• a list of sensitive issues that you might confront in the teaching of this book and a description of how you would handle these with students.

Due March 7.

Microteaching Lesson. Students in EDCI 669 will prepare a three part written lesson plan on a poem and deliver a microteaching lesson (one of the three parts). Due February 7.
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 may not 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; contact person (Amanda Cline): acline2@gmu.edu. The entire compiled fieldwork experiences report should be submitted no later than April 18.

Media/Technology Exploration OR Language and Culture Project. Class members will choose to focus on the exploration of the use of technology in the English classroom OR the exploration of a topic related to the topic of “language and culture.” In both cases, students will conduct research, write up their findings and make a presentation of about 15 minutes to the class. The class will split 50/50 (first come, first served) so that we can address each of these two areas in some depth.

Your choice of project is due no later than March 7.

The media/technology exploration will consist of multiple sections: a review of at least 5 professional journal articles on the use of media and technology in the English language arts classroom; an exploration of useful web sites; a lesson plan in which technology is used to enhance instruction; a lesson plan in which film/non-print media is used to enhance instruction.

The first two parts should be typed in 12-point type, in a standard font, and should be approximately 5 to 6 double-spaced pages. The lesson plans should involve one or two class periods only (each) and should include objectives, activities, and anticipated outcomes. Your presentation will focus on some aspect of your technology/media exploration and should be approved with the instructor ahead of time.

Paper and presentation due in class May 2.

The language and culture exploration will focus on 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. Because this is a very broad topic, you will want to focus your research and writing on a more specific area of interest. 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. The paper should be 5 to 8 double-spaced typed pages, 12-point type in a standard font, and should provide a good sense of your developing theories and perspectives on some aspect of language and culture. An oral presentation should share your most salient and interesting findings in an engaging manner.

Paper and oral presentation due in class May 9.

Schedule of Topics and Assignments (subject to change as need be)
1/24 Introductions
  • to each other
  • to the course

Literature Strand: Teaching Poetry

Assignments due next week: (1) Read Heard’s book on poetry, respond/reflect in Writer’s Notebook. (2) Read Somer’s packet (provided), respond/reflect in WNB. (3) Revise and bring in a poem you began/wrote 1/24. (3) Select a novel to read.
1/31 Literature/Writing Strands: Reading, Writing and Discussing Poetry

Assignments due next week: (1) Collect five poems that you like and would want to teach; briefly explain how each poem speaks to you, why you think each would be an appropriate choice for students and what you would focus on teaching in each poem. (Writer’s Notebook) (2) Select one of these poems and develop a written lesson plan for the teaching of the poem. In this lesson, include three components: response/discussion activity; instruction of an element of poetry/poetic language; and a related writing activity. Plan to teach one portion of this lesson to your classmates next week in a microteaching activity (10-12 minutes).

2/7 Literature/Writing Strands: Reading, Writing and Discussing Poetry
Poetry lesson plan and microteaching due.

Assignments due next week: (1) Read Probst, chapters 1, 2 (pgs. 29-36) and 8, respond/reflect in Writer’s Notebook. (2) Read Beers, chapters 6 and 14, and pages 274-280; reflect/respond in your Writer’s Notebook. (3) Continue to develop your position paper (include poetry!). (4) Read first 1/3 of novel and, in WNB, start list of sensitive issues, topics for discussion.

2/14 Literature Strand: Reading and discussing literature - Why and how we choose literature; pre-reading strategies

Assignments due next week: (1) Finish chapter 2 in Probst and do the exercise on pages 38 – 43 in your Writer’s Notebook. (2) Read Beers, chapters 1 – 5, 7, and pages 305-308. (3) Read chapters from Critical Encounters (provided). (4) Reflect in your Writer’s Notebook.

2/21 Literature Strand: Working with literature during the reading process.
Guest Presenter: Jennifer Carney, Langley High School

Assignments due next week: (1) Read second 1/3 of your novel and continue reflections in Writer’s Notebook (2) Read Probst, chapters 3 and 4 and Beers, chapter 8 and chapter as assigned and reflect in Writer’s Notebook. (3) Reflect in WNB on Ms. Carney’s presentation. (4) Get started on field work!

2/28 Literature Strand: Working with literature during and after the reading process.
Oral Strand: Ways to work with classroom discussion.

Assignments due next week: (1) Finish your novel. (2) Complete novel assignments and bring to class next time. (3) Read Imagining to Learn chapters (provided) and reflect in WNB. (4) Decide your end of semester project (technology or language focus) and submit choice next time.

3/7 Literature Strand: Novel Presentations
Assignments designed for your novel due.
Choice for research project due.

Assignments due next class: (1) Regarding “The Research Paper”, read Romano’s Blending Genre, Altering Style and the Spears chapter “Re-evaluating the High School
Research Paper” (provided) and reflect in WNB. (2) Regarding “The Essay,” read handouts (provided) and reflect in WNB. (3) Work on multi-genre position paper.

3/14 Spring Break – no class

3/21 Writing Strand: Purpose, form, audience and content

Assignments due next week: (1) read sections from Tom Romano’s *Crafting Authentic Voice* (provided) and “Revising Responding” (provided) and reflect in your Writer’s Notebook. (2) Bring your draft of your multi-genre position paper and 3 additional copies for reading/writing group next time. (4) Be working on field work packet.

3/28 Writing Strand: Creating authentic voice

Assignments due next week: (1) Read and respond to Tchudi packet (provided) and Mayher chapter (provided). (2) Write down your own burning questions about assessment and grading. (3) Be working on revising your multi-genre position paper based on writing group suggestions.

4/4 Writing Strand: Assessing Student Writing
Guest Presenter: Lisa Green, Robinson Secondary School

Assignments due next week: (1) Read and respond to Tchudi chapter as assigned for jigsaw discussion next time. (2) Read and respond to articles provided. (3) Revise your literature position paper and bring copies for peer response. (4) Complete field work packet for 4/18.

4/11 FCPS Spring Break – no class

4/18 Writing Strand: Assessing Student Writing
*Due today: field work packet*

Assignments due next week: (1) Final paper (multi-genre) due for 4/25. (2) Work on technology or language and culture assignment. (3) Read Probst chapter 7 and handouts (provided) and reflect in WNB.

4/25 Media/Technology Strand: Visual Literacy
*Revised literature position paper due*

Assignments due for the next two weeks: (1) Technology projects and presentations due next class, 5/2. (2) Language and Culture projects and presentations due 5/9.

5/2 Media/Technology Strand: Presentations by class members

5/9 Language and Culture in the English language arts classroom: Presentations by class members; Class wrap-up
Evaluation and Grading Procedures

Eligible, complete assignments (that reflect your best effort initially) may be revised and/or edited and resubmitted for a higher grade the week after you receive it back. Exceptions include oral presentations, WNB, field experiences report. Each complete assignment handed in will receive: (1) “R/E” (needs to be revised, edited and resubmitted); (2) “R” (needs revision prior to resubmission); (3) “E” (needs edits prior to resubmission); (4) “A” (acceptable – no resubmission necessary). Incomplete assignments handed in on the initial due date will NOT be eligible for revision and resubmission. You may resubmit as many times as necessary. At the point of “final deadline” (May 9), codes become letter grades (A=A, E=B, R=C, R/E=F) and no more resubmissions will be considered.

Assignments should be turned in on time. Late assignments will not be given full credit unless there are significant extenuating circumstances. Under such conditions, approval must be granted in advance by the instructor.

The grading system for graduate courses at GMU is as follows:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>94-96</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
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<td>80-83</td>
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<td>70-79</td>
<td>C</td>
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<td>less than 70</td>
<td>F</td>
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The A+,A,A- student participates actively and thoughtfully in class; completes all required reading assignments and related work in a timely and professional way; shows coherence and thoroughness in oral and written assignments; completes well-organized and 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:

- Class Attendance and Participation 15
  (0 pts. if more than three classes are missed)
- Writer’s Notebook 15
- Multi-genre Literature Position Paper 18
- Poetry Microteaching Lesson 10
- Novel Assignments 12
- Fieldwork Packet 15
- Technology/Language & Culture project and presentation 15