GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Secondary Education

EDCI 669
Advanced Methods of Teaching English in the Secondary School
Fall 2005
Tuesdays, 4:30 – 7:10 p.m.
Enterprise Hall 277

Lisa Green, Instructor
Phone: (day) 703.426.2250 (evening) 703.538.5129
E-mail Address: lisa.green@fcps.edu
Office Hours: before/after class; by appointment

Course Description
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 will result in a deduction from the participation grade. **Weekly.**

**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 at the discretion of the instructor.** All notebooks will be collected for final evaluation on December 6.
Position Paper on the teaching of Literature. 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 November 1 and a polished paper will be submitted November 8.** The paper should address 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?

The final, polished paper should be typed, double-spaced, 12 point font and about 7 – 8 pages in length.

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 September 27.**

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 October 18.**

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. The entire compiled fieldwork experiences report should be submitted no later than November 29.

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. Ideally, the class will split 50/50 so that we can address each of these two areas in some depth. **Your choice of project is due no later than October 4.**

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 December 6.**

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 6 to 8 typed pages, 12 point type in a standard font. The paper 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 December 13.**

**Schedule of Topics and Assignments**

**8/30 Introductions**

- to each other
- to the course

**Literature Strand: Reading and discussing literature**

Assignments due next week: (1) Read Probst, chapters 1, 2 and 8, respond/reflect in Writer’s Notebook and do the exercise on pages 38 – 43 in your Writer’s Notebook. (2) Read Beers, chapter 6 and reflect/respond in your Writer’s Notebook. (3) Continue to develop your position paper. (4) Select a novel to read.

**9/6 Literature Strand: Why and how we choose literature; pre-reading strategies**

Assignments due next week: (1) Read first 1/3 of novel and, in Writer’s Notebook, start list of sensitive issues, topics for discussion. (2) Read Beers, chapters 1 – 4, 14, and pages 274 – 280. Reflect in your Writer’s Notebook.

**9/13 Literature Strand: Working with literature during the reading process.**

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 10 and reflect in Writer’s Notebook.

**9/20 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.
9/27  **Literature Strand:**
*Due in today’s class:* Present and submit assignments you designed for your book.

Assignments due next week: (1) Read Somers’s packet – provided. Reflect in Writer’s Notebook. (2) Continue to develop and revision your literature position paper to include poetry. (3) Decide your end of semester project (technology or language focus) and submit choice next time. (4) Get started on field work!

10/4  **Literature Strand: Teaching Poetry**
*Guest Presenter: Jody McCabe*
*Choice for research project due today.*

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 (limit to 10-12 minutes).

10/11  **Columbus Day Holiday – no class**

10/18  **Literature/Writing Strands: Reading, Writing and Discussing Poetry**
*Poetry lesson plan and microteaching due.*

Assignments due next week: (1) Read Romano, chapters 1 – 19 and reflect in your Writer’s Notebook. (2) Continue working on field work packet.

10/25  **Writing Strand: Purpose, form, audience and content**

Assignments due next week: (1) Finish reading the Romano book and reflect in your Writer’s Notebook. (2) Continue working on your field work packet. (3) Bring your draft of your literature position paper from the first class and 3 additional copies for reading/writing group next time.

11/1  **Writing Strand: Creating authentic voice**

Assignments due next week: (1) Revise your literature position paper based on writing group suggestions (2) Read and respond to Tchudi, introduction, chapters 1 – 4. (3) Write down your own burning questions about assessment and grading.

11/8  **Writing Strand: Assessing Student Writing**

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 revised draft next time.
11/15  **Writing Strand: Assessing Student Writing**
*Revised literature position paper due.*

Assignments due next week: (1) Complete field work packet for 11/29. (2) Work on technology or language and culture assignment.

11/22  **Thanksgiving Holiday – no class**

11/29  **Media/Technology Strand: Using film in the English language arts classroom**
*Due today: field work packet*

*Guest presenter: Rebekah McKendry, film teacher, FCPS*

Assignments due for the next two weeks: (1) Technology projects and presentations due next class, 12/6. (2) Language and Culture projects and presentations due 12/13. (3) All Writer’s Notebooks will be collected next class, 12/6.

12/6  **Media/Technology Strand: Presentations by class members**

12/13  **Language and Culture in the English language arts classroom**

- Research presentations
- Class wrap-up
**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:
3.9 – 4.0 = A+
3.7 – 3.8 = A
3.5 – 3.6 = A-
3.3 – 3.4 = B+
3.0 – 3.2 = B
2.7 – 2.9 = B-
2.0 – 2.6 = C

Individual assignments will receive letter grades and will then be weighted (according to the table below).

Please note: 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.

Also 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
- Writer’s Notebook 15
- Literature Position Paper 10
- Poetry Microteaching Lesson 10
- Novel Assignments 15
- Fieldwork Packet 15
- Technology/Language & Culture project and presentation 20

**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/policies/#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*