

EDCI 569: Teaching English in the Secondary School

Fall 2009: Tuesdays 4:30-7:10 pm

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Course Objectives:

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 pre-service English teachers to the fundamentals of theory and practice for teaching English/language arts in middle schools and high schools. The purpose of this course is to provide students with the foundation needed to design creative and effective lesson and unit plans for middle and high school English/language arts. The course will provide a balance of theory and practical application, thereby allowing you to begin to articulate your view of teaching English and how you see yourself as an emerging teacher of language and literature.

By the completion of this course, you should:

1. Be able to design lesson plans that engage students in the study of language and literature, connected to reading skills and processes.
2. Be able to design thematic Unit Plans that adhere to Virginia's Standards of Learning and NCTE/IRA national standards for the English/language arts.
3. Possess a richer understanding of how grammar, usage, vocabulary, spelling and decoding play into the wider activities of reading, writing, speaking, and listening *for authentic and interesting purposes*.
4. Possess a deeper understanding of reading and writing as multimodal processes (rather than as only linguistic processes).

Required Course Texts

1. *Teaching English by Design: How to Create and Carry Out Instructional Units* by Peter Smagorinsky (Heinemann Press, 2007).
2. *Best Practices in Writing Instruction* edited by Steve Graham, Charles A. MacArthur, and Jill Fitzgerald (Guilford Press, 2007).

3. *Word Sorts for Derivational Relations Spellers, Second Edition* by Shane Templeton, Francine Johnston, Donald R. Bear, and Marcia Invernizzi (Allyn & Bacon, 2008).
4. *Multicultural and Multilingual Literacy and Language: Contexts and Practices*. Edited by Fenice B. Boyd & Cynthia H. Brock (Guilford Press).
5. Additional readings will be on electronic reserve, posted on Blackboard, or distributed in class.
6. In addition, you are strongly encouraged to obtain a student membership in NCTE (www.ncte.org) and subscribe to one of the following journals:
 - *English Journal*
 - *Voices from the Middle*

Course Materials

Your main assignment for this course will be a Unit Plan. You will build this plan in pieces as the semester progresses. In addition, you will download various materials over the course of the semester, some of them lengthy. Please purchase a three-ring binder in which to keep these materials. You may also use this notebook to keep your course notes and handouts.

Course Requirements

This is a graduate level course, and therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. **Unless it is an emergency situation, no absences are excused.** Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog.) **If you miss more than two classes, you will not be eligible for higher than a C in the course.**

Punctual attendance is critical to the class. Class activities will model those that you may wish to include in your Unit Plan. You also will spend a great deal of time working on group activities to share points you find interesting and useful from the course readings and to generate ideas for lesson and unit plan design.

Students are expected to conduct themselves in a way that is respectful to classmates and to the professor. Cell phones should be turned off before class begins.

The Graduate School of Education (GSE) 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.

- To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link below). 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.

Late Assignments

Prior consent of the instructor must be received for late assignments. If prior consent is not received, points will be deducted. Assignments more than 3 days (deadline: midnight of the third day) late will not be accepted. For each day an assignment is late, 10 points will be deducted.

Quality of Written Work

Written work should be word-processed in 12-point font. Legibility, organizational clarity, and standard English usage and mechanics are expected of graduate students. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor. As an English teacher, you will be expected to model proper mechanics, and therefore your work in this class will be held to that standard. **If an assignment contains 5 mechanics errors, the work will be returned to you for editing. You will have 48 hours to correct and return the assignment for grading. Should this happen again with the same assignment, the mark will be lowered by one grade.** Because of the turn-around time for final grades, there will be no opportunity for the Unit Plan to be returned to students for editing. **If there are 5 or more errors in the Unit Plan, the grade will be lowered by one grade.** Students should use the peer review opportunity in class to ensure accurate mechanics for the Unit Plan.

Field Experience

This course has a required field experience component, which provides an invaluable way to connect the course content to what is going on in actual high school and middle school classrooms. You will need to have fifteen contact hours in a classroom. You must submit a signed form certifying that you have completed your Field Experience in order to receive credit. **You cannot receive a passing grade for the course if you do not complete your Field Experience.** When you participate in your field experience, be sure to take notes on anything that relates to what we are discussing in class. For example, when we cover the Writing Process, focus your observations on the Writing Process. I expect that you will be able to include your Field Experience observations in our class discussions.

Course Assignments (see Schedule of Readings/Assignments for specific assignments and due dates)

- (1) Reading Response Assignments. *30% of course grade.*
- (2) 3 Lesson Plans. *10% of course grade for each.*
- (3) Small Group Work Analysis. *10% of course grade.*
- (4) Unit Plan (includes Rationale, List of Standards, 4 Lesson Plans, and Assessment Plan). *30% of course grade.*

All assignments must be turned in electronically. ***Written assignments are due by noon on the day before the class for which they are listed.*** All assignments must be e-mailed to trubin@gmu.edu as Word documents named in accordance with the convention shown in class. A return e-mail will let you know that I have received your work. If you do not receive a prompt e-mail reply to that effect, resubmit your work and/or contact me.

GRADING SCALE

A+	97-100	B+	87-89	D	60-69
A	93-96	B	80-86	F	below 60
A-	90-92	C	70-79		

Please note that I am happy to answer questions about the assignments via e-mail or during an appointment. Please call or email me with any concerns.

Schedule of Readings/Assignments*

Date	Questions/ Topic	Content	Readings/ Assignments
9/1	<p>What are the expectations for this class?</p> <p>What does teaching secondary English/language arts mean today?</p>	<p>Class Overview and Requirements</p> <p>Historical and Contemporary Context</p> <p>Scope of Secondary English/Language Arts Standards</p>	None due
9/8	<p>What are the key components of a lesson?</p> <p>How do objectives and assessment shape a lesson?</p>	<p>Lesson Planning Basics</p> <p>Backward Design</p> <p>Constructivist Approach</p>	<p>View the Field Experience Presentation at http://cehd.gmu.edu/teacher/fieldexperience/</p> <p>Read <i>Teaching English by Design</i>, Ch. 1-2, and 4.</p> <p>Two-column journal entry with 5 quotes and reflections.</p>
9/15	<p>What makes assessment meaningful in the secondary English classroom?</p>	<p>Current Research on Assessment and Feedback</p> <p>Formative and Summative Assessment</p> <p>Authentic Assessment Options</p> <p>Deciding about Assessment</p> <p>Common Assessments/PLCs</p>	<p>Review 3 ELA lessons on www.readwritethink.org.</p> <p>Written reflection on 3 lessons, focusing on connections between objectives and assessment.</p> <p>Print out and bring to class an SOL benchmark (choice of grade) and any relevant information from SOL Curriculum Framework (www.doe.virginia.gov).</p>

9/22	How do teachers plan units?	<p>Backward Design</p> <p>Standards</p> <p>Assessment</p> <p>Task Analysis</p>	<p>Read <i>Teaching English by Design</i>, Ch. 8, 9, 11. Written quote and comment reflection (one per chapter).</p> <p>Google, download, and print 2 lesson plans (good and questionable) or obtain them from website listed on p. 128. Bring lessons to class along with reflection (see below).</p> <p>Written lesson plan reflection: paragraph explaining why each is good or questionable.</p>
9/29	<p>What makes a good reader?</p> <p>What are some key issues in adolescent literacy?</p>	<p>Defining Reading</p> <p>Seven Reading Strategies</p> <p>Explicit Instruction Modeling</p> <p>Aesthetic or Efferent Stance</p> <p>The Role of Talk</p>	<p>Written letter (2 page maximum) describing your history as a reader.</p> <p>Read <i>Teaching English by Design</i>, Ch. 3.</p> <p>Download and bring to class: To Read or Not To Read: A Question of National Consequence (www.arts.gov/research/ToRead.pdf)</p> <p>Additional reading to be assigned.</p>
10/6	How do teachers support reading comprehension?	<p>Teaching Challenging Texts</p> <p>Before /During/ After Reading</p> <p>Thinkalouds: the Power of Modeling</p>	<p>Lesson Plan #1 due</p> <p>Read <i>Deeper Reading</i>, Ch. 3.</p> <p>Additional reading to be assigned.</p>
10/13	No class		
10/20	What is effective writing instruction?	<p>Writing Workshop</p> <p>The Six Traits</p>	<p>Read <i>Best Practices in Writing</i>, Ch. 2, 6-7.</p> <p>Additional reading to be assigned.</p>

10/27	<p>Where does vocabulary instruction fit?</p> <p>What ensures that students retain new words?</p>	<p>Vocabulary Tiers</p> <p>Integration</p> <p>Strategies</p> <p>Before/During/After Reading</p>	<p>Lesson Plan #2 Due</p> <p>Additional reading to be assigned.</p>
11/3	<p>How are form and function of language related?</p> <p>Where do spelling and grammar fit?</p>	<p>Best Practices</p> <p>Examining the Standards</p> <p>Sentence Diagrams</p>	<p>Read <i>Best Practices in Writing Instruction</i>, Ch. 8-9.</p> <p>Review standards (NCTE and SOL).</p> <p>Written reflection connecting standards and BPIW reading.</p> <p>Bring <i>Word Sorts for Derivational Spellers</i> to class.</p>
11/10	<p>How do teachers meet diverse needs in the classroom?</p>	<p>Differentiation</p> <p>Blooms Taxonomy</p> <p>Questioning</p> <p>Literature Circles</p> <p>Choosing Texts and Making Them Accessible to All</p>	<p>Read <i>Best Practices in Writing Instruction</i>, Ch. 14-15.</p> <p>Read <i>Multicultural and Multilingual Literacy and Language</i>, Ch. 1, 7-8.</p> <p>Reflection: Most Important Word and Why</p> <p>Daniels, Harvey. The Hunt for Magic. <i>Voices from the Middle</i>, v. 13, No. 3, Mar 2006.</p>
11/17	<p>What are the needs of multilingual learners and special education students?</p>	<p>Differentiation</p> <p>Adaptation</p> <p>Developing Social and Academic Vocabulary</p>	<p>Lesson Plan #3 due</p> <p>Read <i>Teaching English by Design</i>, Ch. 10.</p> <p>Read <i>Multicultural and Multilingual Literacy and Language</i>, Ch. 16.</p>

11/24	How do teachers engage students? How does technology support the English curriculum?	Enthusiasm or Intellectual Engagement? Digital Natives and Digital Immigrants Impact of Technology	Small Group Work Analysis Due Additional readings to be assigned.
12/1	How do all the parts add up to the whole?	Creating a Literacy Environment Books Choice Time Power of Readalouds Peer Review of Unit Plan	Read <i>Teaching English by Design</i> , Ch. 12-14. Choose the most powerful quote and write an explanation for your choice. Bring hard copy of draft of Unit Plan for peer input.
12/8	Where have we been and where are we going?	Final Unit Plans and Rationales Personal Philosophy of Teaching Secondary English Celebration!	Final Unit Plan, including rationale, due (bring to class in addition to submitting electronically) Field Experience Documentation due In class writing will require use of all reflections and reading notes.

Readings are due for the class period under which they are listed. Always bring the night's readings with you to class. In some cases, I may request that you bring an additional text for reference during a class activity.

***Assignments are subject to change based upon the needs and timing of the class.**