

**George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Teacher Education Program**

EDCI 669, "Advanced Methods of Teaching English in the Secondary School"/Spring 2011

Key Information

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Class Meetings

Tuesdays, 4:30-7:10 pm; Robinson B 205

Please note that due to the nature of this course, our class will not meet as a whole group for every scheduled class session. Individual and small group meetings, independent work times, and/or discussion online may be required.

Catalog Description

EDCI 669 is a continuation course in English methods, following EDCI 569. This course guides students in working effectively with national and local standards for teaching secondary English.

Course Objectives

This class will follow a critical-inquiry format, meaning that the readings, discussions, and assignments will be guided by a set of essential questions that are aimed at helping you think and re-think approaches to teaching language arts. The "critical" part of the inquiry refers to thinking about reading and writing as social, cultural, and political pursuits that go far beyond easily defined skill sets. As such, we will need to discuss and come to conclusions about how to address the complexity of teaching reading and writing to young adults who come from diverse backgrounds and who have diverse expectations of schooling.

While the first methods course focused on unit planning, language study, and writing process approaches, this course focuses more closely on the teaching of literature and the role of essay writing in teaching literature. This means that students will examine literary interpretation and essay rhetoric from both theoretical and practical perspectives. The essential questions for our inquiry are as follows:

1. What does it mean to interpret a literary text in middle or high school? How can English teachers invite and work with a variety of perspectives when shaping literary interpretation?
2. What is an essay? What role does essay writing play in helping students to interpret literature texts?
3. What other modes of writing (especially those related to digital technology) can foster and shape literary interpretation?
4. How can English teachers differentiate reading and writing instruction for students (a) with various aptitudes for reading and (b) in various stages of English language acquisition?

The above questions relate to the following NCTE/IRA Standards for the English/Language Arts:

- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

The full list of NCTE/IRA standards can be found at <http://www.readwritethink.org/standards/>. Please note that the assignments you complete for this course will also relate to the Virginia Standards of Learning.

Course Overview and Format

This course is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage integrated study of the language arts. Pragmatic and theoretical aspects of language, literature, and composition instruction will be considered—especially as they apply to the selection of objectives, strategies, and materials for instruction and evaluation. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader-response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing pupil progress. You should expect to experience a wide range of examples of successful methods that will challenge you and your future students to engage with a holistic educational process.

We will consider English language arts instruction within a broader perspective on literacy and literacy skills. We will study the nature of these skills with a focus on their diversity across students and subject matter content. What is literacy? What does it mean to be “literate”? What kinds of literacy experiences do students bring to our classrooms? How can English language arts teachers best support all students’ literacy learning? This course begins with several assumptions: 1) literacy—and, by extension, language arts learning—is a *process* that is inherently *social*; 2) literacy and language arts skills development are *not* benign processes, but have implications for how *individuals and groups are positioned* in society; 3) literacy and language arts are better thought of in the plural rather than the singular—there are many “literacies” and many “arts” with which we and our students engage.

We will repeatedly inquire about the types and features of literacies and texts schools use. We will use a “multiple literacies” or “multi-modal” lens on teaching in all content areas. That is, every interaction, assignment, textbook, tradebook, extracurricular activity, classroom arrangement, and building structure is a sort of “text” used in some “literacy.” In order to determine what is the best and most just English language arts teaching method, we must first look critically at the “texts” that students and teachers currently encounter and the “literacies” they presently use. With each student you teach, you should consider how your lesson allows them to connect their existing literacies with the language arts skills and content with which you know they must become proficient. That is, how can you use their personal and community literacies to engage them in a sanctioned language arts literacy?

Only if we attempt to live these learning processes in this course will you be able to use them eventually in your own teaching practices. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, a teacher, and an advocate. Finally, you have a special responsibility as an English language arts teacher: research on high school dropouts consistently reveals that the number one predictor of student academic achievement and overall persistence in school settings is their appropriate literacy development. That is, if our students do not develop the core literacy and language arts skills that we too often assume they already have, they will neither find success nor remain in school. You must be the literacy leader in your classroom, your school, and your school’s community.

The format of the course will include conferences, activity demonstrations, small group discussions, mini-lectures with discussions, and group lesson plan presentations. Because you have much to learn from each other, and because teaching is often a collaborative effort, you will be working in groups quite often. This will give you a chance to bounce ideas off each other, to be exposed to a variety of perspectives (rather than only the professor's), and to support each other as you continue to hone your lesson-planning skills.

Instructor Introduction and Theoretical Framework

I believe that the best English language arts teachers know themselves as literate people in the broadest sense. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we'll experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role. Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I'll be able to support you in this class. Finally, much as you as university students must be concerned with your own development and others' assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I study your learning and your use of visual tools in your learning and teaching.

I'll ask you to think of the teaching strategies we use in class and that you plan for in your own classroom in three categories, which are framed by an assessment-driven, "backwards" design:

- 1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
- 2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. What specific strategies will you use?
- 3) "Ways Through": What are students' "ways through" this text or activity? That is, what strategies and tools are you giving students to make sense of and understand the sources you're using with this assignment? How will students translate the material into their own terms?

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students must activate their GMU email accounts to receive important University information, including messages related to this class. All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.
- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://universitypolicy.gmu.edu/1301gen.html> for more information.
- The University Catalog (<http://catalog.gmu.edu>) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
- Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops, and outreach programs – experiences to enhance a student's personal and academic performance. See <http://caps.gmu.edu> for more information.
- Other useful campus resources:
 - Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>
 - University Libraries: "Ask a Librarian"; <http://library.gmu.edu/mudge/IM/IMRef.html>

Course Website

I anticipate that our course website—still under development—will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, a class discussion page, any presentations provided in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://www.gmu.edu/service/cert>.

Required Texts

Appleman, D. (2009). *Critical encounters in high school English: Teaching literary theory to adolescents* (2nd edition). New York: Teachers College Press.

Herrington, A., Hodgson, K. & Moran, C. (2009). *Teaching the new writing: Technology, change, and assessment in the 21st-century classroom*. New York: Teachers College Press.

Herrell, A. & Jordan, M. (2007). *Fifty strategies for training English language learners*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Holden, J. & Schmit, J. (2002). *Inquiry and the literary text: Constructing discussions in the English classroom*. Urbana, IL: National Council of Teachers of English.

Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy*, 52(7), 575-584.

Two young adult literature selections of your choice (please see description in "Course Requirements")

Materials

In addition to the books required for this course, you will need access to a digital camera and a variety of art and craft materials. As well, I would recommend that you join the National Council of Teachers of English *now* (the resources to which you have access are generally incredible and the cost now is very reasonable for student members) and that you purchase a subscription to *Rethinking Schools* magazine (a great resource that offers a progressive perspective on schools and teaching).

Course Requirements

General

All assignments should be turned in on the due date indicated in the schedule below via both paper copy (in class) and email attachment (by midnight, whether or not you are in class that evening). All projects must be typed, in 11- or 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available following class, in my office by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Attendance and Participation (26 points)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. You are expected to be in class (or at your fieldwork site) every day on time and remain for the duration of the class. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on material each day for class, complete assignments for each class day, and contribute as both a listener and speaker in all discussions. It is your responsibility to come to class with insights, questions, comments, concerns, artifacts, and images from the readings and your field experiences. Absences and tardies—in both our campus class sessions and your fieldwork experiences—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class or fieldwork sessions will result in automatic failure of the course. Each student is allowed one absence, no explanation required. For each session you are absent beyond this one session, two points will be deducted from your attendance and class participation points up to a total of 24 points. If you must be late to or miss a class or a scheduled fieldwork session, please contact me and/or your mentor teacher prior to class time; it's best to do so via my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. Please turn off all mobile phones, computers, and pagers when you enter class or your fieldwork setting.

Bin, Box, or Other Organizational Tool (2 points)

For our third class session on February 8th, please bring to class a hanging file bin, a file box, or other box or organizational tool that you will use to store, keep track of, and make sense of all of the materials you will gather, create, or otherwise encounter this semester. Think about what system you might use to keep track of all of the handouts, tools, materials, etc. you will gather this semester so that they are most accessible for use in your future teaching.

Field Experience Critical Incidents Reflections and Images/Pilot Teaching Project (10 points)

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, as well as promoting

critical self-reflection about the practice of teaching and the culture of schools. You will need to have fifteen contact hours in a classroom. You must provide your potential mentor teacher with the introductory letter included in this syllabus in Appendix C, have your mentor teacher complete the "Field Experience Approval" letter in Appendix D and submit this to me before you begin your field experience hours. You will also submit a signed form certifying that you completed your field experience in order to receive credit (Appendix A). You cannot earn 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 general notes and notes on anything that relates to what we are discussing in our class. Then draft a "Critical Incident Reflection and Image" form (Appendix B) for five of the days on which you spend time in your fieldwork classroom, and submit and be ready to discuss this in our class. Please visit <http://cehd.gmu.edu/teacher/fieldexperience/> for instructions on how to sign up for your field experience, and then visit <http://cehd.gmu.edu/endorse/ferf/> to actually register for a field experience placement. I may be able to assist you with identifying a suitable fieldwork site, at Metz Middle School (Manassas City), Osbourn Park High School (in Manassas), at Robinson Secondary School (Fairfax), or South Lakes High School (Reston). Please also see the "Pilot Field Experience Teaching Project" in Appendix E; students are encouraged to complete this project in lieu of the "Critical Incidents Reflections and Images" assignment described above.

Young Adult Novels/Literature Selections (8 points)

You will read two young novels or other examples of literature of your own choice for this course. You will read the first for our second week of class (our first conferences) and the second later in the semester (see the tentative class schedule). These books should meet three criteria: 1) each must provide you and the rest of the members of our class with some insight into who the young adults with whom we will be working are; 2) each must be a book that you would consider using as a piece of literature in the classes we will teach; 3) each must be a book that the young adults with whom we work might choose on their own, as a book of interest. As well, I will ask you to use these books as lenses through which we will look to complete other assignments; for example, you might read the critically-acclaimed novel *Speak* and look through the lenses of the characters in this book to make sense of who youth are, how they learn and how we might teach, and to inform other assignments in this course. Be sure to bring the novels you read to class throughout the semester.

Interview of English Language Arts Teacher (6 points)

Students will conduct a minimum 10-question, 20" interview with an English teacher in a school setting. Ideally this will occur in your fieldwork setting for the semester. Based on your interview, write a summary report of the interview and be ready to share your findings with our class. The purpose of this interview is to begin to learn from a professional educator whom you trust and respect. In a *maximum* three-page document, the report must include the name of the person interviewed, their position in a school, the grade/grades with whom this individual works, the questions asked, and a summary of their transcribed responses. Possible questions to ask during the interview include the following:

- 1) What are the primary literacy challenges your students are facing?
- 2) Describe the English curricula utilized in your classroom/the school.
- 3) Describe an English lesson you've used to serve the needs of your students.
- 4) Describe other literacy activities that you utilize in your classroom/school to serve students' needs.
- 5) What do you believe are the assets of your school or classroom English curricula/program?
- 6) What do you believe are the limitations of your school or classroom English curricula/program?
- 7) How do you and/or your school colleagues support parents and families to promote students' engagement and achievement with in-school or out-of school literacy activities?
- 8) What do you consider a successful English lesson?
- 9) What approaches to classroom management do you prefer? How are these most relevant to an English classroom?
- 10) How do you measure your effectiveness at reaching your objectives as an English teacher?

"Story of Injustice" Persuasive Narrative and Story Box (11 points)

One of the primary ways to develop young students as citizens is to have them participate in activities in our classes where we ask them to consider issues of justice. We will combine separate activities that teacher and author Jessica Singer (in her book *Stirring Up Justice*) describes to create these narratives in class. You are urged to use this assignment in your own class, as well. Your story should be approximately 1000 words in length, and you will also create a three-dimensional box illustration related to your story.

English Language Arts "Through Students' Eyes" Picture Book Project (9 points)

In this course, you will hone your skills as teacher-researchers by studying students' perspectives on literacy and language arts. In Part I of this assignment you will explore these issues for yourself. You will address three questions with images and writing from your own and these youths' perspectives: 1) What are the purposes of literacy—reading, writing, speaking, listening, media production and presentation? 2) What supports students' success with literacy activities? 3) What gets in the way of students' success with literacy activities? In Part II of this assignment you will have a conversation about literacy with one teenager, explore her/his perspectives through photographs, then analyze these images and transcripts for what they reveal about the student's perspectives on literacy, reading, and writing. For your final project you will create a picture book—a story—that includes images and writings from both you and the youth with whom you've worked, to illustrate your own and her/his perspectives on literacy and language arts. You should also tell the story of how you will build a bridge between you, your students, and your content and how you as a teacher can best support youths' literacy and language arts skills development. You will be given a book kit to use—a full-color, minimum sixteen-page book that you will submit to Dr. Zenkov for publication (it's guaranteed!). In addition to learning about youths' perspectives on literacy, the goal is for you to be a published author by the end of the semester and to use all of your creativity to develop an intriguing, relevant storybook that matters to you and at least the young adult with whom you've worked. Please let your brains hurt as you consider what you might create for this project.

"Reader Response" Lesson Plan and Collection of Sample Readings (8 points)

Planning is essential to teaching and assessment. The goal of this assignment is for methods students to develop (and, ideally, *teach*) a complete "Reader Response" lesson in their respective discipline. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The plan should be clear enough for another person to be able to teach the lesson in its entirety. The lesson must include differentiation of instruction for students of varying levels. Your lesson will be crafted to serve a general or advanced level English class and must explicitly address the needs of struggling readers and English language learners. The use of technology (e.g. presentation software, video clips, etc.) must be appropriately integrated into the lesson. When presenting points for discussion, include your expected

responses to teacher-student interaction and alternative discussion plans depending on student responses. Include all written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and accompanying rubric to be used for the lesson. Include a narrative that outlines your justification (refer to readings, etc.) for the instructional decisions you make through the lesson. The assessment of this lesson plan and its implementation must include self, peer, mentor teacher, student, and instructor evaluations and feedback. Your plan should include at least three different but related text forms. These texts should include a poem/song (which must represent a non-normative perspective or experience—we will discuss what this means in class), plus at least one each of at least two of the following: an article, an essay, a short story, an introductory chapter from a novel, a visual text, and an electronic text. All of these should be texts you believe you might see included in a 6-12 English/language arts curriculum. As long as the material is appropriate for a school setting and approximates the reading level of an adolescent, you can choose just about anything. Keep in mind, for example, that news articles are supposed to be written on a sixth grade level, so your middle school or high school students can be expected to handle them. You could consider any number of sources, including the following: *Newsweek*, *Time*, *The Washington Post*, *The New York Times*, *People Magazine*, *Us Magazine*, *The New Yorker*, blogs, *Sports Illustrated*, and so on. You will use the lesson plan format included in the Secondary Program Handbook. The lesson plan must address at least two NCTE standards and the INTASC standards addressed in the rubric included in Appendix F. This lesson plan will serve as the performance-based assessment for this course. If time permits, you will teach this lesson—or some aspect of it—in front of our class.

Exploratory Essay Assignment and Lesson Plan (8 points)

Given our focus on teaching writing, we are going to discuss the question, “What is an essay?”. You will bring an essay to class that you think could serve as an exemplar piece for your students. This might be found in virtually any source—a newspaper, magazine, an anthology, or an online source. It is up to you to decide if the piece is an essay – that is, use your judgment. It will be more productive if we have a variety of samples across the class, so don’t worry about finding a “correct” example. Instead, concern yourself with adding to our class discussion about the many dimensions of essay writing. Based on this essay, you will design a second lesson plan that introduces students to writing an exploratory essay. You will again use the lesson plan format in the Secondary Program Handbook. This lesson plan must also address at least two NCTE standards and the INTASC standards addressed in the rubric included in Appendix F. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The plan should be clear enough for another person to be able to teach the lesson in its entirety. The lesson must include differentiation of instruction for students of varying levels. The use of technology must be appropriately integrated into the lesson. When presenting points for discussion, include your expected responses to teacher-student interaction and alternative discussion plans depending on student responses. Include all written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and accompanying rubric to be used for the lesson. Include a narrative that outlines your justification (refer to readings, etc.) for the instructional decisions you make through the lesson. The assessment of this lesson plan and its implementation must include self, peer, mentor teacher, student, and instructor evaluations and feedback.

Reading Presentation and Discussion Facilitation (6 points)

Working with in groups of two to four, each students in our course will take responsibility for presenting, engaging us with, and discussing one day’s worth of the assigned readings. You and your partner(s) should choose reading(s)/topic(s) that are of interest to you and then plan for a maximum 30-minute session in which you will share the “Big Idea” of the reading(s), engage us in a brief discussion of this “Big Idea” through which you help us make sense of this idea and also introduce a discussion strategy that could be

used with 6th-12th grade English language arts students, and share one tool related to this "Big Idea" that could be used with these students to promote their writing/reading/literacy development. Treat the reading(s) for the day like text that you might encounter with your students and engage us in ways that you might engage your own students, to help us make sense of and appreciate this text.

"Best Of..." Strategy Presentations (6 points)

Each of several weeks across our semester three to five members of our class will be responsible for sharing a "best of..." teaching strategy with our class. This should be a writing instruction-focused strategy that we might use with middle/high school students and that at least one member of your group believes represents the best of effective teaching practices. Find a teacher-friendly article related to the subject of your group's presentation and provide electronic copies of this article for our class. Please treat each workshop as if you are planning for a 30-minute lesson in a middle/high school classroom; provide materials for us as students and teachers and facilitate us in testing out the activities and tools you've developed or selected for us. Please use the Secondary Education program lesson plan format to write a brief description of the strategy you've used and make copies for everyone in our class. Also be sure to describe how you might modify these strategies for serving reluctant learners, struggling students, and diverse (including English language learning) students. Please note that you can draw this strategy from our readings, your fieldwork mentor's practices, or another resource.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Graduate Scale

A+ = 98-100%

A = 94-97%

A- = 93-90%

B+ = 89-88%

B = 87-84%

B- = 83-80%

C = 79-70%

F = Below 70%

Attendance and Participation = 26 points
Bin, Box, or Other Organizational Tool = 2 points
Field Experience Critical Incidents Reflections/Images or Pilot Teaching Project = 10 points
Young Adult Novels/Literature Selections = 8 points
Interview of English Language Arts Teacher = 6 points
"Story of Injustice" Persuasive Narrative and Story Box = 11 points
English Language Arts "Through Students' Eyes" Picture Book Project = 9 points
"Reader Response" Lesson Plans and Collection of Sample Readings = 8 points
Exploratory Essay Assignment and Lesson Plan = 8 points
Reading Presentation and Discussion Facilitation = 6 points
"Best Practices" Lesson Presentation and Discussion Facilitation = 6 points
Total = 100 points

Taskstream Artifact/Performance-Based Assessment

The performance-based assessment for this course is the "Reader Response" lesson plan described in detail above.

Resources

George Mason University Library: <http://library.gmu.edu/>
What Kids Can Do: www.whatkidscando.org
Through Students' Eyes: www.throughstudentseyes.org
Greater Washington Reading Council: www.gwrc.net
Virginia State Reading Association: www.vusra.org
International Reading Association (IRA): www.reading.org
National Reading Conference (NRC): www.nrconline.org
National Council of Teachers of English (NCTE): www.ncte.org
International Visual Sociology Association (IVSA): www.visualsociology.org
TED website: <http://www.ted.com/talks>

Selected Bibliography

Abrams, S. (2000). *Using journals with reluctant writers: Building portfolios for middle and high school students*. Thousand Oaks, CA: Corwin Press.

Alexander, K.L., Entwisle, D.R., Kabbani, N. (2001). The dropout process in life course perspective: Early risk factors at home and school. *Teachers College Record*, 103 (5), 760-822.

Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading, 4-12*. Portland, ME: Stenhouse.

Alvermann, D. & Hagood, M. (2000). Critical media literacy: Research, theory, and practice in "new times." *Journal of Educational Research*, 93, 3.

Alvermann, D., & Hagood, M. (2000). Fandom and critical media literacy. *Journal of Adolescent and Adult Literacy*, 43 (5).

Alvermann, D.E. (2004). *Adolescents and literacies in a digital world*. New York: Peter Lang.

Alvermann, D.E., & Strickland, D.S. (2004). *Bridging the literacy achievement gap: Grades 4-12*. New York: Teachers College Press.

Anderson, Laurie Halse. (1999). *Speak*. New York: Penguin Books.

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Tentative Schedule

Week/ Date	Topic/Detail	Assignment due	Reading
#1 Jan 25 th	<ul style="list-style-type: none"> • Introductions, syllabus, procedures, and field experience details • Zenkovian Big Idea #1 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
#2 Feb 1 st	<ul style="list-style-type: none"> • Who are our students? • What do you believe are the purposes of ELA? • Zenkovian Big Idea #2 • <i>No class: Individual conferences will be scheduled</i> 	<ul style="list-style-type: none"> • ELA TSE Project, Part I • YA Novel #1 	<ul style="list-style-type: none"> • Zenkov/Harmon article • Young adult novel of your choice
#3 Feb 8 th	<ul style="list-style-type: none"> • Socratic seminars and students' questions • Zenkovian Big Idea #3 	<ul style="list-style-type: none"> • Interview of ELA teacher • Story of Injustice Narrative/Box Draft 	<ul style="list-style-type: none"> • <i>Inquiry</i>, Ch. 1, 3, 5 • Bring YA novel to class • Bin, box, or organizational tool of your choice
#4 Feb 15 th	<ul style="list-style-type: none"> • Seminars and assessment • Teaching literature using literary theory and the Reader Response approach • Zenkovian Big Idea #4 	<ul style="list-style-type: none"> • Reading Facilitation #1 • "Best Of..." Strategy #1 	<ul style="list-style-type: none"> • <i>Inquiry</i>, Ch. 13-14 • <i>Critical</i>, Ch. 1-3 • Bring YA novel to class
#5 Feb 22 nd	<ul style="list-style-type: none"> • Other lenses on literature • Zenkovian Big Idea #5 	<ul style="list-style-type: none"> • Reading Facilitation #2 • "Best Of..." Strategy #2 • Story of Injustice Narrative/Box Revision #1 	<ul style="list-style-type: none"> • <i>Critical</i>, Ch. 4-5 • Bring YA novel to class
#6 Mar 1 st	<ul style="list-style-type: none"> • More lenses on literature • How do theories of Reader Response relate to one another? • Zenkov Big Idea #6 	<ul style="list-style-type: none"> • Reading Facilitation #3 • "Best Of..." Strategy #3 • CIRI #1/Pilot Teaching Project 	<ul style="list-style-type: none"> • <i>Critical</i>, Ch. 6-7 • Bring YA novel to class
#7 Mar 8 th	<ul style="list-style-type: none"> • No class—-independent work time 	<ul style="list-style-type: none"> • ELA TSE Project Part II Email Check-In • Reader Response Lesson Plan Draft (via email) 	<ul style="list-style-type: none"> • Independent reading of second YA novel
#8 Mar 15 th	<ul style="list-style-type: none"> • No class: Mason Spring Break 	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • None!

Tentative Schedule, continued

Week/ Date	Topic/Detail	Assignment due	Reading
#9 Mar 22 nd	<ul style="list-style-type: none"> • What is an essay? • Exploratory, thesis/support essays • Zenkovian Big Idea #7 	<ul style="list-style-type: none"> • Reading Facilitation #4 • "Best Of..." Strategy #4 • Story of Injustice Narrative/Box Revision #2 • Essay Lesson Plan Draft 	<ul style="list-style-type: none"> • <i>Teaching</i>, Ch. 1, 4, 8, 10 • Bring both YA novels to class
#10 Mar 29 th	<ul style="list-style-type: none"> • Designing an exploratory essay assignment • Addressing the needs of English language learners through planning • Zenkovian Big Idea #8 	<ul style="list-style-type: none"> • Reading Facilitation #5 • CIRI #2-3/Pilot Teaching Project • "Best Of..." Strategy #5 	<ul style="list-style-type: none"> • <i>Teaching</i>, Ch. 5-6 • <i>50 Strategies</i>, Section II • Bring both YA novels to class
#11 Apr 5 th	<ul style="list-style-type: none"> • Addressing the needs of English language learners through student involvement • Zenkovian Big Idea #9 	<ul style="list-style-type: none"> • Reading Facilitation #6 • "Best Of..." Strategy #6 • ELA TSE Project Check-In 	<ul style="list-style-type: none"> • <i>50 Strategies</i>, Section III • Bring both YA novels to class
#12 Apr 12 th	<ul style="list-style-type: none"> • No class: Independent work time (Zenkov will be presenting at American Education Research Association Conference) 	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • None!
#13 Apr 19 th	<ul style="list-style-type: none"> • Addressing the needs of English language learners and vocabulary and fluency • Zenkovian Big Idea #10 	<ul style="list-style-type: none"> • Reading Facilitation #7 • Story of Injustice Narrative/Box Final 	<ul style="list-style-type: none"> • <i>50 Strategies</i>, Section IV • Bring both YA novels to class
#14 Apr 26 th	<ul style="list-style-type: none"> • Addressing the needs of English language learners and building comprehension • Zenkovian Big Idea #11 	<ul style="list-style-type: none"> • Reading Facilitation #8 • CIRI #4-5/Pilot Teaching Project • Reader Response Lesson Plan Revision 	<ul style="list-style-type: none"> • <i>50 Strategies</i>, Section V • Bring both YA novels to class
#15 May 3 rd	<ul style="list-style-type: none"> • No class: Final conferences 	<ul style="list-style-type: none"> • ELA TSE Project Check-In • Essay Lesson Plan Revision 	<ul style="list-style-type: none"> • None!
#16 May 10 th	<ul style="list-style-type: none"> • No class: Final conferences 	<ul style="list-style-type: none"> • ELA TSE Project Check-In • Essay Lesson Plan Revision 	<ul style="list-style-type: none"> • None!
#17 May 17 th	<ul style="list-style-type: none"> • Course evaluation 	<ul style="list-style-type: none"> • ELA TSE Project Final • CIRI/Pilot Teaching Project Reflections 	<ul style="list-style-type: none"> • None!

**Appendix A
Field Experience Hours/Activities Log**

Deliver this log to your mentor teacher on the first day of your field experience. Your mentor will keep the log in her/his classroom and track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, involving interactions with individual and small and large groups of students. Hours must begin by the 4th week of the semester and be spread across a minimum of 5 sessions, with no single session lasting longer than 4 hours. Submit this signed log at the end of the course to Dr. Zenkov.

GMU Student: _____

Mentor Teacher/School: _____ Subject Area/Grades: _____

Dates	Activities with focus student(s)	Other activities	Hours
			Total

GMU student signature: _____ Mentor teacher signature: _____ Date: _____

Appendix B
Critical Incidents Reflections and Image Form

Name _____

Date _____

<p align="center"><u>Critical Incidents</u></p> <p>What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?</p>	
<p align="center"><u>Burning Issues/Questions</u></p> <p>What issues or concerns can you identify from your recent work in schools?</p>	
<p align="center"><u>"Best Practice" Tips</u></p> <p>What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?</p>	

Describe an image and an artifact (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):

Appendix C
Field Experience Letter



College of Education and Human Development

4400 University Drive, Robinson A 341, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5413

31 August 2010

Dear educator:

My name is Kristien Zenkov, I'm an associate professor of literacy and secondary education at George Mason University, and I write as the instructor for EDCI 669, "Advanced Methods of Teaching English in the Secondary School." This course is taken by future secondary (grades 6-12) English teachers, and as a part of the course students are required to complete 15 hours of field experience in English language arts classrooms in grades 6-12. You have been identified as a teacher with whom the Mason student bearing this letter might complete these 15 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDCI 669 focuses on the methods English teachers use to engage middle and secondary students with a wide range of texts, reading, writing, and general literacy skills. For most of the Mason students in this course, this is their second English methods course and precedes their student teaching. Our expectations for this field experience includes the following:

- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- All of these 15 hours must involve direct interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary English settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
- I would hope that the Mason student would be given guidance from you regarding strategies to use with supporting students and their learning, and that you'd allow the Mason student to plan some interventions of her or his own (with input from you)
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, check papers or tests, etc.

Our hope is that this student will begin to work in your classroom by the fourth week of the Mason summer semester, or beginning the week of February 14th. Please note that field experiences must occur over a minimum of 5 visits to your classroom/school, with a maximum length of any one visit of 4 hours. These schedule requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed. Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. And thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,

Kristien Zenkov, PhD

Associate Professor, College of Education and Human Development, George Mason University
703.993.5413, kzenkov@gmu.edu

Appendix D
Field Experience Approval



Date: _____

Mason Student: _____

Mentor Teacher: _____

School: _____

City, State, Zip Code: _____

Grade Level/Subject Area: _____

Mentor Teacher Phone: _____

Mentor Teacher Email: _____

I agree to support _____ (Mason Student Name) as she/he completes a minimum 15-hour field experience in my classroom.

I understand that this Mason student will work with me and my students over a minimum of five sessions (each lasting at most 4 hours), and that all of these hours must involve direct interaction with adolescents and young adults. These experiences may involve working with an individual student, small groups of students, and/or an entire class of students.

I understand that the goal of the Mason student's fieldwork is to gain experience with the day-to-day- workings of an English language arts teacher and her/his students. I agree to accurately document the Mason student's tutoring hours and activities on a daily basis.

Mentor Teacher Signature Date

Mason Student Signature Date

Tentative Tutoring Schedule (Weeks/Days/Times)

Appendix E Pilot Field Experience Teaching Project



College of Education and Human Development

4400 University Drive, Robinson A 341, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5413

31 August 2010

Dear educator:

My name is Kristien Zenkov, I'm an associate professor of literacy and secondary education at George Mason University, and I write as the instructor for EDCI 669, "Advanced Methods of Teaching English in the Secondary School." This course is taken by future secondary (grades 6-12) English teachers, and as a part of the course students are required to complete 15 hours of field experience in English language arts classrooms in grades 6-12. You have been identified as a teacher with whom the Mason student bearing this letter might complete these 15 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDCI 669 focuses on the methods English teachers use to engage middle and secondary students with a wide range of texts, reading, writing, and general literacy skills. For most of the Mason students in this course, this is their second English methods course and precedes their student teaching. Our expectations for this field experience includes the following:

- Across a minimum of five non-consecutive days Mason students will complete a minimum of 15 hours of teaching, tutoring, focused observation, and general interaction with students in your classroom
- All of these 15 hours must involve direct interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary SUBJECT settings; we hope these prospective teachers will gain knowledge about learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
- I hope that the Mason student would be given guidance from you regarding strategies to use with supporting students and their learning, and that you'd allow the Mason student to plan some interventions of her or his own (with input from you)
- The Mason student might observe your classroom instruction, work with an individual student or small groups on assignments or projects, teach a lesson or a portion of a lesson to the whole class, check papers or tests, etc.

More importantly, research shows that pre-service teachers are better prepared to be effective teachers and to positively impact student learning if they gain more hours of experience independently teaching, with professional support, early in their pre-service education. In order to provide this experience to our teacher candidates, the Mason Secondary Education Program is piloting the "Field Experience Teaching Project" this semester in advanced methods classes. This project includes the following components and follows the listed timeline:

- Day 1 (maximum four hours; occurring as early as the 4th week of the Mason semester)
 - Mason pre-service teacher is introduced to your school, you, and your students
 - Mason pre-service teacher engages in your classroom (e.g., she/he is introduced in the classroom and works with individual students and small groups)

- Day 2 (maximum four hours; occurring as early as the 4th week of the Mason semester)
 - Mason pre-service teacher continues to observe in your classroom, with some responsibility in the classroom (e.g., taking attendance, passing out papers, working with individual and small groups of students)
 - Mason pre-service teacher initiates an initial discussion of the content of an upcoming lesson she/he will teach, lasting a minimum of 20 minutes and up to a full period
- Day 3 (maximum four hours)
 - Mason pre-service teacher continues to engage with your class, with increased responsibility (e.g., introducing a lesson or co-facilitating discussion of assigned work)
 - Mason pre-service teacher initiates final discussion of planned lesson
 - Please note that the first three days of this experience can occur in the same week, but the first three days should not be spread over more than three weeks; please also note that the 3rd, 4th, and 5th days of this fieldwork experience must occur consecutively so that the “Field Experience Teaching Project” planning, teaching, and reflection can occur in an effective manner
- Day 4 (maximum four hours)
 - Mason pre-service teacher implements the planned lesson, with you completing a brief observation report, available in the program handbook
- Day 5 (maximum four hours)
 - Mason pre-service teacher submits a lesson reflection to you and me; this reflection should include notes from discussions with you and with your students about the lesson

Please also note that the content of the minimum 20-minute lesson cannot be homework review; it should be a lesson that introduces or reviews new content. As a mentor teacher, you are allowed to co-teach or otherwise support the Mason pre-service teacher during this instructional time in any way you deem appropriate. The pre-service teacher will submit lesson planning notes, the complete lesson plan, all associated lesson materials, a lesson reflection, evidence of an assessment of student learning, and final report (including summary of feedback from students on the lesson and summary of feedback from you) to me. Pre-service teachers are allowed to work pairs in your classroom, to allow for collaboration and peer observations.

Our hope is that this student will begin to work in your classroom by the fourth week of the Mason summer semester, or beginning the week of February 14th. Please note that field experiences must occur over a minimum of five visits to your classroom/school, with a maximum length of any one visit of 4 hours. These schedule requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed. Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. We thank you for your support of this Mason student and her/his development as a prospective teacher.

Sincerely,
 Kristien Zenkov, PhD
 Associate Professor, College of Education and Human Development, George Mason University
 703.993.5413, kzenkov@gmu.edu

Appendix F/Lesson Plan Performance-Based Assessment Rubric

Name: _____

Date: _____

Criteria	Distinguished (met)/3	Proficient (met)/2	Developing (not met)/1	Unacceptable/0	Score
<u>Standard 7</u> Objectives	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
<u>Standard 7</u> Standards and Alignment	Key standards are referenced. Lesson is guided by standards. Standards, objectives, procedures and assessment in lesson plan are completely consistent	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards). Standards, objectives, procedures and assessment in lesson plan are consistent	Standards are alluded to in lesson, and lesson is related to standards. Standards, objectives, procedures and assessment in lesson plan are somewhat consistent	No standards are mentioned in lesson. Lesson is not related to standards. Standards, objectives, procedures and assessment in lesson plan are inconsistent	
<u>Standard 5, 6, 7</u> Resources & Teacher-Created Supporting Materials	Resources needed for this lesson are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well. Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	Resources needed for this lesson are included in plan. Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Some resources needed for this lesson are not included in plan. Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Many resources needed for lesson are not included in plan. No supporting materials are included.	
<u>Standard 4 & 5</u> Instructional Activities	Activities include introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant. Plan is highly engaging and motivating.	Activities include introduction, strategies/procedures and closure, and provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant. Plan is engaging and motivating.	Activities include minimal introduction, strategies/ procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant. Plan is minimally engaging and motivating.	Activities do not include introduction, strategies/ procedures and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant. Plan is not engaging and motivating.	
<u>Standard 8</u> Assessment	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is unrelated to objectives and standards.	

<u>Standard 4 & 6</u> Technology Integration	Technology is appropriately integrated, affordances and constraints of technology support learning outcomes.	Some technology is used; it has limited appropriateness for some learners; preview/preplanning is evident in limited manner.	Technology is not appropriately used; technology does not match goals of the lesson; preview/preplanning is not evident.	Technology is not evident in the lesson.	
<u>Standard 3</u> Differentiated Instruction	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. Includes multiple learning modes and accessible to students with different learning strengths.	Lesson includes some differentiated instruction for gifted students and students with special needs. Activities are accessible to students using multiple learning modes.	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs. Not accessible to different learning modes and strengths.	No differentiation of instruction is mentioned. No attempt is made to individualize activities for learning styles or strengths.	
<u>Standard 2</u> Developmental Appropriateness	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	Some, but not all, objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	

Comments:

Total **X/24**