

Southern Connecticut State University
Education 490 (Sec 01)
English (Secondary School)
Monday and Wednesday 3:25-5:55 p.m.
Buley 426

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Office Hours:
Monday 9 a.m.-12 noon
Wednesday 9 a.m.-11:00 a.m. and
1:30-2:30 p.m.
Friday: 11:00 a.m.-noon
By Appointment

Course Number: EDU 490 **Credit Hours:** 3 **Prerequisite:** Acceptance to SOE
Course Title: English (Secondary School)

COURSE DESCRIPTION:

Methods of and new approaches to teaching standard subject matter. For teaching certification only. 3 credits.

COURSE'S CONTRIBUTION:

This course attempts to prepare prospective English language arts teachers to teach in our ever-changing public secondary schools. As documents like the *NCTE/IRA Standards* point out, English language arts teachers are increasingly expected to understand, and value, not only the diverse home languages and cultures of their students, but to create course content that will resonate with those home languages and cultures. This course offers strategies to teach in our increasingly diverse schools, and, more importantly, it offers reasons for the strategies it promotes. The goal of this course is to introduce future English language arts teachers to techniques, strategies, and theories that will allow them to effectively teach—and research—writing, reading, and other higher order concerns intimately connected to the teaching of the English language arts.

To do the above, students will be introduced to current thinking around reading instruction, composition research, critical thinking skills, technology studies, classroom management, curriculum development, and pedagogy in its largest sense. Students will have opportunities to work together, independently, with the course instructor, with their cooperating teacher, and with actual high school students to develop their skills as teachers of the English language arts. Also, written reflection will be encouraged, and expected, as one of the principal means of thinking through and about students developing sense of themselves as teachers.

Also, students will be encouraged to figure out the sort of teacher they are currently, and the sort of teacher that they want to become. Ultimately, this class is about helping prospective teachers find the joy and art of teaching English language arts— affective components of teaching that reinforce the human, and humane, nature of our work as language teachers.

STUDENT OUTCOMES AND ASSESSMENTS

At the end of this course through class discussions, group activities, presentations, written work, and ongoing involvement with high school students, students will be able to:

1. Design and plan units of instruction that make use of diverse media, genres, and pedagogical approaches to engage adolescents students as readers, writers, and thinkers.
(INTASC 3,4,6,7) (NCATE 2.0,2.1,2.2,3.0,3.1,3.2,3.4, 3.5, 3.6,3.7,4.0,4.1,4.6.) (CCI 1C, 2A, 2B, 2C)
 - Objective one will be assessed through class discussions, reflective work done by students, and a final portfolio that will include one complete unit plan.
2. Understand the link between current research in the teaching of reading and writing and the conduct of class.
(INTASC 1,2,9) (NCATE 2.0,2.3,3.0,3.1,3.2, 3.7.) (CCI 1C)
 - Objective two will be assessed through in class discussions, a teacher journal that will be included in a final portfolio. Students will also be expected to join NCTE and join one of NCTE's discussion lists (located at <http://www.ncte.org/lists>).
3. Understand the difference between formative and summative assessment and how these two ideas of assessment connect to ways of grading.
(INTASC 5,6,8) (NCATE 4.12, 4.12.1, 4.12.2) (CCI 3)
 - Objective five will be assessed via ongoing discussions, students reflective work in their teaching journals, and evidence in student work as seen in their final portfolio.
4. Understand how to create a nurturing and effective classroom environment in which all students have an opportunity to succeed as learners.
(INTASC 3,5) (NCATE 2.0, 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 2.7, 4.2, 4.5) (CCI 1A)
 - Cooperating teachers and college supervisors will assess objective five via ongoing discussions, students' reflective work, and evidence from observations.

MODES OF LEARNING

- Direct (expository) as well as indirect instruction
- Demonstration and presentation
- Cooperative and collaborative group work
- Large and small group discussion
- Reflective work
- Individual research
- Electronic discourse

COURSE CONTENT OUTLINE

The focus of this class will be introducing curriculum and instruction that makes use of the best current practices in the English language arts. This will include:

- Approaches to the teaching of written composition (includes various perspectives from Composition and K-12 teaching).
- Approaches to the teaching of reading (includes journaling, freewriting, discussions, role playing, and other pedagogical activities).
- Curriculum design that incorporates a variety of media and teaching/learning styles (includes use of multiple genres, electronic communication, the graphic arts, and various learning styles—global/kinesthetic, oral, visual, and auditory).
- Discussion of the conduct of class in real classroom settings (includes issues of classroom discipline, sequencing of assignments, the organization of classroom time, and aligning curriculum with local, state and federal standards).

The actual content of the class varies depending on the needs, interests, and skills of the given group of students in the class. Students will experience being part of learning community in this classroom (with the instructor modeling and explicating this process), and they will be ushered into important, and ongoing, professional discussions in the English language arts.

REQUIRED TEXTS

- Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Boynton/Cook, 1999.
- NCTE Membership which includes either a subscription to the *English Journal* or *Voices From the Middle*
- Participation (or lurking) on at least one of the NCTE lists.

COURSE REQUIREMENTS

- **Minilesson Presentation:** A short (15-20 minute) minilesson that is part of a larger unit plan. To be presented in class **before week six of the semester.**
 - **Percentage of Grade: 10%**
- **Educational Philosophy:** A short (4-6 pages) that outlines the student's evolving philosophy of education.
 - Evaluated as part of the midterm and final portfolio.
- **Educational Resume:** A resume that will ask students to create a professional resume of their teaching experience.
 - Evaluated as part of the midterm and final portfolio.
- **Unit Plan**
 - Evaluated as part of the final portfolio.
- **Teaching/Classroom Journal** (kept through the duration of student teaching).
 - Based on prompts assigned in class—when you are told “to write this in your journal.” Will also include occasional work outside of class. ***It will include journal entries from classroom observations.***
 - **Observations:** Students will observe in the classroom they will be student teaching in **starting the third week of class.** They will be obligated to spend 2-3 hours per week in their class observing and keeping a record of their observations in their teaching journal.
 - **Percentage of Grade 20 %**
- **Final/Midterm Portfolio:** A collection of work by the student detailing their work in class and in their internship. There will be a midterm portfolio and a final portfolio submitted.
 - **50% of final grade (10% midterm, 40% final).**
- **Attendance and Participation:** This will be based on what you bring to the class. This will include first drafts of pieces written for the class, your daily attendance in class, and overall participation in the work of the class.
 - **Percentage of Grade: 20 %**
- Access to an email account. If you don't have one, talk to the instructor.
- One 3.5” floppy disk dedicated to this class.

INTASC Standards	NCATE Standards for Middle/High and Senior High School English Language Arts Teaching
<p>S</p> <ol style="list-style-type: none"> 1. Knowledge of subject matter. 2. Knowledge of human development 3. Instruction adapted to meet diverse learners 4. Use of multiple instructional strategies and resources <p>A</p> <ol style="list-style-type: none"> 5. Effective learning environment created 6. Effective Communication 7. Lesson planning <p>I</p> <ol style="list-style-type: none"> 8. Reflection and Professional Development <p>L</p> <ol style="list-style-type: none"> 9. Assessment of student learning to improve teaching <p>S</p> <ol style="list-style-type: none"> 10. Partnership with school and community 	<p>1.0 Structure of the Basic Program The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will</p> <ol style="list-style-type: none"> 1.1 complete a specific language arts course of study; 1.2 gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts; 1.3 experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers. <p>2.0 Attitudes for English Language Arts Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will</p> <ol style="list-style-type: none"> 2.1 demonstrate a respect for the worth and contributions of all learners; 2.2 use the English language arts to help students become familiar with their own and others' cultures; 2.3 engage in reflective practice and pursue continued professional growth and collaboration with colleagues; 2.4 help students develop lifelong habits of critical thinking and judgment; 2.5 take informed stands on issues of professional concern; 2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general; 2.7 promote the arts and humanities in the daily lives of students. <p>3.0 Knowledge of English Language Arts The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings.</p> <p>3.1 The program prepares the candidate with knowledge and understanding of the English language; as a result, the candidate will</p> <ol style="list-style-type: none"> 3.1.1 show an understanding of language acquisition and development; 3.1.2 demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated; 3.1.3 recognize the impact of cultural, economic, political, and social environments upon language; 3.1.4 show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles; 3.1.5 show an understanding of the evolution of the English language and the historical influences on its various forms; 3.1.6 demonstrate an understanding of English
<p>CCI (Connecticut Competency Instrument) Indicators and Attributes</p> <ol style="list-style-type: none"> 1A. Promotion of positive learning environment. 1B. Maintenance of appropriate behavior standards 1C. Engagement of students in lesson activity. 1D. Effective management of routines and transitions. 2A. Presentation of appropriate lesson content. 2B. Creation of structure for learning. 2C. Lesson development promotes achievement of objectives 2D. Use of appropriate questioning strategies. 2E. Clear communication using precise language and acceptable oral expression. 3. On-going monitoring of student understanding for instructional adjustment. 	

	<p>grammars;</p> <p>3.1.7 demonstrate an understanding of semantics, syntax, morphology, and phonology;</p> <p>3.1.8 show the various purposes for which language is used.</p> <p>3.2 The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will</p> <p>3.2.1 demonstrate the influence of language and visual images on thinking and composing;</p> <p>3.2.2 use writing, speaking and observing as major forms of inquiry, reflection, and expression;</p> <p>3.2.3 use the processes of composing to create various forms of oral, visual, and written literacy;</p> <p>3.2.4 use writing, visual images, and speaking for a variety of purposes and audiences;</p> <p>3.2.5 apply knowledge of language structure and conventions to creating and critiquing print and non-print texts.</p> <p>3.3 The program prepares the candidate with knowledge and understanding of reading processes; as a result, the candidate will</p> <p>3.3.1 demonstrate how to respond to and interpret what is read in different ways;</p> <p>3.3.2 demonstrate how to discover and create meaning from texts;</p> <p>3.3.3 use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p> <p>3.4 The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will</p> <p>3.4.1 use a wide range of writing strategies to generate meaning and to clarify understanding;</p> <p>3.4.2 produce different forms of written discourse;</p> <p>3.4.3 demonstrate how written discourse can influence thought and action.</p> <p>3.5 The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will</p> <p>3.5.1 show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:</p> <p>3.5.1.1 works from a range of cultures;</p> <p>3.5.1.2 works from a range of genres;</p> <p>3.5.1.3 works by female authors;</p> <p>3.5.1.4 works by authors of color;</p> <p>3.5.1.5 works written specifically for older children and young adults;</p> <p>3.5.1.6 works of literary theory and criticism.</p> <p>3.6 The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will</p> <p>3.6.1 recognize the influence of media on culture and on people's actions and communication;</p> <p>3.6.2 construct meaning from media and non-print texts;</p> <p>3.6.3 display an understanding of the role of technology in communication.</p> <p>3.7 The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the</p>
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	<p>candidate will</p> <p>3.7.1 use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice;</p> <p>3.7.2 use teacher-researcher models of classroom inquiry;</p> <p>4.0 Pedagogy for English Language Arts The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will</p> <p>4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts;</p> <p>4.2 design instruction to meet the needs of all students and provide for students' continuous progress and success;</p> <p>4.3 organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;</p> <p>4.4 develop interdisciplinary teaching strategies and materials;</p> <p>4.5 create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;</p> <p>4.6 incorporate technology and print/non-print media into instruction;</p> <p>4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms;</p> <p>4.8 encourage students to respond critically to different media and communications technologies;</p> <p>4.9 use instruction that promotes understanding of varied uses and purposes for language in communication;</p> <p>4.10 engage students in making meaning of texts through personal response;</p> <p>4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts;</p> <p>4.12 use assessment as an integral part of instruction and learning.</p> <p>4.12.1 develop and use a variety of formal and informal assessment activities and instruments to evaluate processes and products;</p> <p>4.12.2 employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences.</p> <p>5.0 Field-Based Experiences in English Language Arts The program requires field-based experiences which have clearly defined roles and expectations for student teachers, cooperating teachers, and college or university supervisors; as a result, the candidate will</p> <p>5.1 participate throughout the teacher education program in a sequence of field experiences in English language arts classrooms with certified/licensed, experienced teachers;</p>
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	<p>5.2 spend at least ten weeks demonstrating the use of effective pedagogy during student-teaching in English language arts classrooms mentored by certified/licensed, experienced teachers and university/college supervisors; as a result, the candidate will</p> <ul style="list-style-type: none">5.2.1 respond to systematic evaluation in order to meet expectations and responsibilities for the student-teaching experience;5.2.2 participate in professional organizations, conferences, and in-service workshops to continue professional growth;5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes.
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TENTATIVE COURSE SCHEDULE

Week One: An Introduction to Your Learning, An Introduction to the Profession

Wednesday: 1/23/02

- Reading: Burke: pages 1-11; 274-280 (In class); and 16-51. **Due 1/25/02.**
- Writing Assignment (**Students are responsible for all writing assignments by the next class period**): Start Educational Philosophy—**Draft One. Due 1/25/02**
- Class Activities: Getting to Know You, In-class reading, Writing Exercise, and introduction to formative assessment. Teaching goals exercise.

Week Two: Working Through Revision and the Teaching of Reading

Monday: 1/28/02

- Reading: Burke: pages 191-211 and 71-121. Unit Planning Handouts—handed out in class. **Due 1/30/02.**
- Writing Assignment (**Students are responsible for all writing assignments by the next class period**): Educational Philosophy—**Draft Two. Due on 1/30/02.**
- Class Activities: Introduction to Revision in class. Discussion of teaching issues. Computer introduction. Introduction to Unit Plan Assignment.

Wednesday: 1/30/02

- Reading: Burke. Article given out in class. **Due 2/4/01.**
- Writing Assignment: **Work on final draft of Educational Philosophy Statement. Due 2/4/02.**
- Class Activities: Discussion of readings. Brainstorming for Resume. Further computer work. Check in with Unit Plan Research.

Week Three: The Teaching of Reading, the Teaching of Writing

START YOUR OBSERVATIONS THIS WEEK
CONFERENCE THIS WEEK IN TE-6, ROOM 108

Monday: 2/4/02

NO CLASS—DUE TO INSTRUCTOR ILLNESS

Wednesday: 2/6/02: Meet in Computer Lab—MO 13 (From 3:25-4:40 p.m.)

- Reading: Burke 62-70 (Chp. 6) . **Due 2/11/02.** Handout given out in class on writing assignment design. Unit Plan given out in class. **Due 2/11/02.**
- Writing Assignment: **Turn in Final Draft of Educational Philosophy Statement.** Start Draft one of Unit Plan (Unit Outline, first lesson and support materials). **Due 2/11/01.** Work on journal prompts for essay. **Due 2/11/02.**
- Class Activities: Classroom activities around the teaching of writing and reading. Introduction to Journaling. Start Journaling to Paper Assignment. Computer Resources. Revision work/modeling. Time to work on current projects. **Intro to lesson/Unit planning.**

Week Four: The Teaching of Writing/Lesson Planning

Monday: 2/11/02

- Reading: Handout on rubrics. Burke 157-167. **Due 2/13/02.**
- Writing Assignment: Start work on draft two of your unit plan (full outline, five days worth of lesson plans). **Due 2/25/02. Work on second, and final, draft of Educational Resume. Due 2/13/02**
- Class Activities: Discussion of Bean and Burke. Working through informal writings. Introduction to formal assignments. Time to work on current projects. Introduction to midterm portfolio—**Due 2/20/02.**

Wednesday: 2/13/02: Meet in Computer Lab—MO 13 (From 3:25-4:40 p.m.)

- Reading: Sample Unit Plan (**handed out in class**). Article given out in class on lesson planning. **Due 2/20/02.**
- Writing Assignment: **Turn in Final Draft of Educational Resume. Work on pulling together midterm portfolio—2/20/02.** Keep working on draft two of your unit plan (full outline, five days worth of lesson plans). **Due 2/25/02**
- Class Activities: Discussion of Burke. Grammar and its place. Discussion of Bean. Research Time.

February 15-18, Friday-Monday—Presidents' Weekend Recess, No Classes

Week Five: Unit Planning/Lesson Planning

Wednesday: 2/20/02: Meet in Computer Lab—MO 13 (From 3:25-4:40 p.m.)

- Reading: “How to Create Assignments Worth Grading” and “Rubrics.” Both handed out in class, and **both due on 2/25/02. Also** Burke: pages 233-259—also due **2/25/02.**
- Writing Assignment: Keep working on draft two of your unit plan (full outline, five days worth of lesson plans). **Due 2/25/02**
- Class Activities: Introduction to assessment.

Week Six: Unit Planning/Lesson Planning and Assessment Continue With Teaching Presentations

Monday: 2/25/02

- Reading: “Classroom Discipline” article. **Due 2/27/02**
- Writing Assignment: Second draft of your unit plan in due today. Start work on the final draft of your unit plan—the complete unit plan (outline, ten lesson plans, and support materials). **Due on 3/4/02.**
- Class Activities: Discussion of articles. Questions and conundrums about teaching. Introductions to the idea of the minilesson. Intro to the idea of classroom control and discipline.

Wednesday: 2/27/02: Meet in Computer Lab—MO 13 (From 3:25-4:40 p.m.)

- Reading: Burke 168-190 (Chp. 11). **Due 3/4/02.**
- Writing Assignment: Keep working on unit plan. **The final draft (for the moment) of this unit will be due on 3/4/01.**
- Class Activities: Discussion of “Classroom Discipline” article.

Week Seven: The Art of Grading and Keeping it All Together
Continue With Teaching Presentations

Monday: 3/4/02

- Reading: Burke 316-321 (Chp. 28). **Due 3/6/02.**
- Writing Assignment **Turn in Final Draft of Unit Plan.** Start pulling together final portfolio. **Due 3/13/02.**
- Class Activities: Debriefing from 1st week in the schools. Discussion of Burke. Minilesson presentations. Grading workshop.

Wednesday: 3/6/02 Meet in Computer Lab—MO 13 (From 3:25-4:40 p.m.)

- Reading: Portfolios handed out in class. **Due 3/11/02.** Standards documents handed out in class. **Due on 3/11/02.**
- Writing Assignment: Keep on pulling together your portfolio. **Due 3/13/01.**
- Class Activities: Discussion of Burke. Debriefing from teaching. Portfolios. Presentations of minilessons.

Week Eight: Research and the Wider Conversation in the English Language Arts

Monday: 3/11/02

- Reading: None.
- Writing Assignments: Keep pulling together final portfolio—**due 3/13/02.**
- Class Activities: Debriefing from 1st week in the schools. Standards Discussion.

Wednesday: 3/13/02

- Reading: None.
- Writing Assignment: **Turn in final portfolio.**
- Class Activities: Debriefing from teaching. Tying up loose ends.

March 13th is our last class meeting, but we will be meeting for seminar. The dates for seminar will be given to you in the fourth week of class.

The times and locations of all seminar meetings will be announced before the end of the last class session.