

ENGL 595: Methods and Materials for Secondary English Language Arts

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Semester: Fall 2014
Class time: Tu, 5:30-8:15 pm
Room: Capers 109
Ofc hrs: TR 8:40-9:20 & M-F by appt

Course Description: This course exposes students to theories and practices of teaching English (to include reading, writing, speaking, listening, viewing and thinking) in grades 7-12, including preparation for reflective practice and classroom-based teacher research. In-class instruction is augmented by field experiences that expose students to the professionalism of practicing ELA teachers and the realities of working with a diverse population of students. Additionally, through reading, writing, and discussion, students will develop the capacity to better understand and respect the views and concerns of others, especially regarding gender, ethnicity, and religion. This course is intended to prepare students for a student internship.

This course is designed to meet the **NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12** (Approved October 2012):

- I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Required Texts:

- *The English Teacher's Companion*, 4th ed (Jim Burke; Heinemann, 2012)
- *Teaching Adolescent Writers* (Kelly Gallagher; Stenhouse, 2006)

Field Experience: You will complete ten hours field experiences with local ELA teachers: observing, participating in and reflecting on "real world" teaching experiences in whole class, small group and individual settings. I will provide a list of possible teachers, but you will need to contact a teacher and set up your own schedule of visits.

Assignments: You will **read** the textbooks, plus other materials related to course topics.

You will **write** each week in preparation for class discussions, to include responding to assigned readings in a response journal, and you will write short in-class papers (as “write-to-learn” exercises). You will produce lesson plans, a unit plan, rubrics, and other documents teachers use. Near the end of the semester, you will write a Philosophy of Teaching statement that you can include in your LiveText portfolio.

You will **deliver** a portion of a lesson plan, first in class and then during your field experience, to give you practice with a “live” audience.

You will **complete** ten hours of field experiences in which you observe an experienced teacher and teach a portion of a lesson, and you will respond to those experiences orally and in writing.

In short, you will *do* all the activities—reading, writing, speaking, listening, viewing and thinking—we will study.

Grades: Maximum point values for each assignment are as follows:

25 pts Unit plan

20 pts Field experience

20 pts Final exam

15 pts Response journal

10 pts Philosophy statement

05 pts Detailed lesson plan

05 pts Professionalism (attendance & appropriate participation)

Final Grades: 0-69.9=F, 70-75.9=C, 76-79.9=C+, 80-85.9=B, 86-89.9=B+, 90-100=A

Attendance: Attendance is taken into account in the “professionalism” grade; tardiness and unexcused absences, both unprofessional, will cost points in this category. In accordance with the college catalog, missing more than 20% of the classes (whether excused or not) is grounds for an administrative F. Three tardies count as one absence.

Late and Missed Work: Penalties for late work will be worked out on a case-by-case basis, but the normal penalty is *at least* one letter grade. (Be aware that since you must at least meet “C” standards on every assignment, you cannot skip any assignments.)

Office Hours and Email: In addition to keeping posted office hours, I am generally in the office during the day; you are welcome to drop by unannounced or to call ahead for an appointment. I also check my email regularly during the school day, and I usually (though not always) check it at least once each evening. If you have a question about an assignment, a problem with a field experience, or any other situation that merits a conversation, contact me.

Class Web Site: For class materials, forms, assignments, and general information, visit the class website; if you discover any malfunctioning links or outdated information, please let me know by email. Class website URL: <http://faculty.citadel.edu/thompson/595>

Weekly Readings (for class discussion and response journal):

- for 08/26: no reading
- for 09/02: *ETC*, ch 1 (What We Teach)
- for 09/09: *ETC*, ch 2 (Who We Teach)
- for 09/16: *ETC*, ch 3 (How to Teach...)
- for 09/23: *ETC*, ch 4 (Teaching Writing)
- for 09/30: *TAW*, ch 1-2 (Literacy; Writing)
- for 10/07: *TAW*, ch 3-4 (Models)
- for 10/14: *TAW*, ch 5-6 (Choice; Purpose & Audience)
- for 10/21: *TAW*, ch 7-end (Assessment)
- for 10/28: *ETC*, ch 5 (Teaching Reading)
- for 11/04: *ETC*, ch 6 (Teaching Speaking & Listening)
- for 11/11: *ETC*, ch 7 (Language Study)
- for 11/18: *ETC*, ch 8 (Assessing & Grading)
- for 11/25: *Thanksgiving Break; no classes*
- for 12/02: no reading; presentation of unit plans
- for 12/09: no reading; final exam day

Assignment Due Dates & Other Key Dates

- 08/26: introduction and overview
- 09/02: Begin field experience observations (any time in Sept and early Oct)
- 09/09: Response Journal #1 due (2 pts)
- 09/16:
- 09/23:
- 09/30: Response Journal #2 due (3 pts)
- 10/07:
- 10/14: Field Experience Report due (20 pts)
- 10/21: Response Journal #3 due (3 pts)
- 10/28: Philosophy Statement due (10 pts)
- 11/04: Detailed lesson plan due (5 pts)
- 11/11: Response Journal #4 due (3 pts)
- 11/18: Response Journal #5 due (4 pts)
- 11/25: *Thanksgiving Break; no classes*
- 12/02: Unit Plan due (25 pts)
- 12/09: final issues; Final Exam due (20 pts)

Documents posted online:

- Assignment for response journal
- Assignment field experience
- Assignment unit plan
- Assignment for detailed lesson plan
- Assignment philosophy statement
- Various ADEPT forms
- Syllabus

Links posted online:

- Class wiki
- SC DOE page for Common Core (FAQ)
- English Companion Ning
- Class notes (ppt) for each session

<http://faculty.citadel.edu/thompson/595/>