

Eastern Mennonite University
ED 373 Special Methods for Middle and Secondary Teaching: English, Fall 2012

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Final Exam: Thursday Dec 13th, 7:00pm

Class Time: M 8-9:50PM
(and by arrangement)
Class Location: CC 350
Semesters Hours: 2

Course Description:

This course focuses on specific curriculum and pedagogical concepts relative to the teaching of English/Language Arts in middle, junior, and senior high school environments. While some time will be spent with the historical development of English/Language Arts as a field of study, most of the time spent in class will be exploring the domains of language arts: Reading, Oral and Written Composition, Language, Literature, Non-print Media, Listening, and Thinking Skills. Emphasis will be placed on strategies that allow for the integration of these domains. The specific roles of language, literature, oral and written composition, and non-print media will be addressed. Attention will be paid to possibilities for teaching social justice in the English language arts class room.

Required Texts:

Maxwell, R, Meiser, M. J. & McKnight, K. S. (2011). *Teaching English in Middle & Secondary Schools : 5th Ed.* Pearson Education

National Council of Teachers of English (NCTE) student membership with English Education and Voices from the Middle journals. Membership to VATE (the state chapter of NCTE) is suggested. (We can consider attending the VATE conference this fall.)

Optional Text:

Christensen, L. (2000). *Reading, Writing and Rising Up: Teaching about Justice and the Power of the Written Word.* Rethinking Schools.

Additional Sources:

Will be employed throughout the semester in the form of websites, handouts, Moodle posts and library reserves.

Course Objectives:

EMU Teacher Candidate Performance Outcomes are referenced in parentheses following each course objective. The student completing this course will be assessed as to his/her ability to:

1. Formulate a personalized philosophy of the teaching of English language arts in middle, junior, and senior high school environments. (Leadership)
2. Articulate the history and philosophy of English language arts education as it has developed throughout the 20th century, and reformed into the 21st century including

attention to connections between literacy, identity, social justice and culturally relevant pedagogy. (Scholarship)

3. Access professional resources and professional standards for teaching and learning secondary English with particular attention to policy statements by the National Council of Teachers of English. (Inquiry, Leadership)
4. Develop appropriate materials and strategies for the teaching of language, literature, oral and written composition, and nonprint media. (Professional Knowledge)
5. Construct a beginning English Language Arts portfolio which not only contains “Ideas for Teaching” but also evidence of the student’s knowledge in:
 - language acquisition
 - history of language
 - English grammar (and its role in the teaching of writing)
 - dialects and diversity of American English
 - reader-response theories
 - appropriate adolescent/young adult reading material
 - selection of literature represented by western and eastern cultures, as well as writers of color and/or ethnic diversity
 - composing process
 - forms and genres of written and oral discourse
 - relationship between nonprint and print media
 - ethical issues as associated with nonprint media use in the classroom; (Inquiry and Professional Knowledge)
6. Develop a variety of means of assessment for measuring student competence in English/language arts. (Professional Knowledge)

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal
- philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue

- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

EMU POLICIES AND RESOURCES:

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

COURSE REQUIREMENTS:

Along with attendance/class participation, there are a variety of assignments and a final examination for this course. The assignments are designed both to enhance and assess the candidate's understanding of each key component of the course.

- All assignments are due at the beginning of the class due date shown on the tentative schedule.
- Changes to course assignments will be announced in class and/or shared electronically. It is essential that students **check EMU email** accounts on a daily basis for course communications.
- If you need more time to complete an assignment, contact the instructor before the due date to discuss options. Points will be deducted for late assignments. Unreported late work may not be accepted without prior plan.

Grading Scale:

A	95 -100%	C+	77 - 79
A-	92 - 94	C	73 - 76
B+	88 - 91	C-	70 - 72
B	83 - 87	D	64 - 69
B-	80 - 82	F	0 – 63

OVERVIEW OF ASSIGNMENTS***

The assignments are designed both to enhance and assess the candidate's understanding of each key component of the course.

1. Attendance, Participation and Engaged Reading

Your participation is essential to the quality of this course, so you should attend and contribute positively to all class meetings. Please let me know **in advance** when you will not be present, and make arrangements to make up all work missed. A point will be deducted for each hour of missed class. Without prior arrangements, absences will result in increased point reduction.

2. Teaching and Assessment Activities

A minimum of 2 times during the course you will be expected to teach and assess a 30 minute lesson that integrates multiple ELA domains and highlights a particular strategy and domain.

- One of the lessons will be taught in the classroom where you will be conducting your practicum. Be sure to discuss this with your practicum teacher early and plan it for once you have become acclimated with the students and environment. Communicate the date with me in advance so that I can arrange to observe the lesson.
- You will teach one lesson to the ED secondary methods class group (Nov 12, 19, 26 or Dec 3). This lesson will also be videotaped in order to provide you with additional feedback.

For the lesson taught at the place of your PFE, write a narrative description that provides the following background to your lesson:

- Description of the students and school (use pseudonyms): number in the class, age, cultural profile, academic profile, and a brief description of the school.
- Learning environment: describe the room set up, time of class meeting, and available resources.
- Description of decisions made while teaching and analysis of student learning.

3. Participation in Inquiry

Each inquiry group will be required to create a resource page and prepare several 10-15 minute presentations during the semester about issues or trends in English education. Please make the presentations interactive and engaging and avoid long lectures. Each inquiry group is responsible for preparing annotated bibliographies. Issues that you choose to discuss should be grounded in theory, research-based, relevant, and practical. You will participate in three inquiry groups over the course of the semester, focusing on topics such as: 1) diverse learners, 2) teaching reading/literatures, 3) teaching language skills/writing, 4) building community and justice in the ELA classroom, 5) employing workshop approaches, and 6) Standards based thematic unit planning.

4. Unit Planning

This entails one-two weeks of lesson planning based on the use of a commonly used text. Your unit should address “real world” issues, have students thinking, reading, writing, speaking, listening, and viewing, address the needs of diverse learners and learning styles, and contain multiple, authentic assessments. Because you will likely use more

traditional texts, it is important that you incorporate contemporary perspectives and engaging activities into your unit as much as possible. Your plans should include technology as well. You will be asked to demonstrate and reflect on how this unit addresses the VA Standards of Learning and NCTE Standard for teaching ELA.

Possible text selections:

Lee, Harper To Kill A Mocking Bird
Shakespeare, William Romeo & Juliet
Miller, Arthur The Crucible
Hurstun, Zora Neale There Eyes are Watching God
Fitzgerald The Great Gatsby
Golding, William Lord of the Flies
Santiago, Esmeralda When I was Puerto Rican
John Steinbeck Of Mice and Men

Note: *“The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”*

5. Final: Professional Portfolio with Reflection on coursework.

You are advised to keep everything you generate for this class to put in your class portfolio due at the end of the semester. The portfolio will also include philosophy statements and strategy highlights. You will include a final reflection on your learning in class. ***This portfolio is a culminating assignment of the course; course assignments must be complete to complete the portfolio. Final portfolios are due and will be presented at the final exam time.***

******Detailed instructions and any changes to the assignments will be provided in class and/or by email or moodle.***

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ Date: _____

Course/Subject: _____ Grade: _____

Title of Unit: _____ Title of Lesson: _____

VA SOL(s): (write out) _____

SPA Standard(s): (write out) _____

Materials:

For Teacher: include resources & appropriate citations, technology support, etc.

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

Instructional Objectives: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (audience, behavior, conditions & degree of expectation).

1.

2.

3.

Task Analysis:

Prerequisite	Essential	Desired/Enrichment

Assessment

1. Content and process skills to be assessed as identified in the instructional objectives.
2. Specific strategies or methods of assessment: (Describe & attach specific assessments)

3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

Lesson Body:

Anticipatory Set: Write out verbatim

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiation, Support Learning, & Adaptations What modifications, accommodations, and adaptations will you make to meet the needs of your students?

Closure: Write out verbatim.

Self-Reflection: To be written once the lesson has been presented in your practicum.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Introductory Information/ Narrative Description	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(__X 1 = __)
Instructional Objectives¹	Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective	(__X 2 = __)
Task Analysis	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(__X 2 = __)
Assessment¹	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(__X 2 = __)
Anticipatory Set/Closure	Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim	(__X 1 = __)
*Instruction: Instructional Strategies/ Independent Practice¹	Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning	Includes: teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__X 4 = __)
*Instruction: Support Learning/ Differentiation of Instruction¹	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(__X 2 = __)
*Instruction: Questions	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(__X 1 = __)
Total				/45

***An interactive SmartBoard activity is required in one of these categories.**

¹Criteria will be used for admission to student teaching decisions beginning July 2012.

Assignment is completed when a competent "2" rating is achieved in every category.

Comments: