

ED 447: Teaching English in Secondary Schools

4 Credit Hours

Sally Wessely, M.A.

Instructor

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Wednesday Evenings 5:00 p.m. to 7:50 p.m.

Office Hours: by appointment

(719)546-1314

sally.wessely@colostate-pueblo.edu

Course Overview

This is a one-semester, four-credit hour which will focus on effective methods of teaching English (Language Arts) to students in secondary schools. Content and objectives within the course are built on an assumed knowledge base that can be divided in the eight general areas of: language development, language history and analysis, written discourse and composition; oral discourse and composition; reading; literature; media discourse and composition; and research and theory.

The National Council of Teachers of English has stated in the 2006 Edition of *Guidelines for the Preparation of Teachers of English Language Arts* that those who enter the field of teaching English Language Arts (ELA) must have a larger view of instruction that extends beyond “professional knowledge base defined only by what we know about content and about pedagogy to a definition of professional knowledge as including knowledge of content, pedagogy, and *content pedagogy*, defined as pedagogical knowledge and skills specific to the teaching of ELA” In order to begin to gain this knowledge and skill base that future ELA content teachers need to be successful in the field, we will focus on instructional planning, instructional performance, and instructional assessments in the core knowledge areas of: language, literature, media/visual literacy, reading, writing, and speaking/oral discourse/listening.

Upon completion of all course activities, each student will also meet the following benchmarks for teacher education. Numbers in boldface are the numbers of CSU-P Standards. Items in boldface are benchmarks needed for admission to student teaching.

Required Texts & Readings:

Burke, J.. (3rd Edition). (2008). *The English Teacher’s Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Heinemann.

Alsop, J., & Bush, J. (2003). *“But Will It Work with Real Students? Scenarios for Teaching Secondary English Language Arts*. The National Council of Teachers of English.

Course Objectives: Upon completion of all course activities each student will meet the following benchmarks for teacher education. Numbers in boldface are the numbers of CSU-P standards. Items in boldface are benchmarks for admission to student teaching.

1. Utilizes the Colorado and national language arts standards to plan and evaluate standards-based activities and lessons in the secondary classroom. **(CO: 3.8, 4.1, 4.2, 4.3; CSU-P: 2.9, 2.10, 2.12)**
 - Understands state and national standards, including distinct discipline standards and interdisciplinary standards.
 - Understands the developmental benchmarks for students in each area of the language arts, developing a framework of yearlong and short-term goals for students.
 - Evaluates textbooks and other materials to align with standards.

2. Uses a variety of teaching methods and strategies to plan an effective language arts program for their students. (CO: 3.1, 4.1, 4.3, 6.1; CSU-P: 2.10, 5.4, 5.8)
 - **Utilizes teaching strategies that support the development of student understanding and learning: asking questions, inductive and deductive approaches, open and guided inquiry, project and problem-based learning, and project-based learning.** (CO: 3.1, 5.5; CSU-P: 5.1, 5.2, 5.5, 5.7)
 - **Plans secondary language arts activities based on group and collaborative learning strategies.** (CO: 3.1, 5.5; CSU-P: 5.1, 5.2, 5.5, 5.7)
 - **Utilizes a variety of instructional strategies in ways that will maximize student learning, including: writing to learn, interactive lectures, and discussions.** (CO: 3.1, 5.5; CSU-P: 5.1, 5.2, 5.5, 5.7)
 - **Plans lessons involving technology to meet language arts standards, including use of commercial hardware and software, Internet websites, and email.** (CO: 7.1, 7.2; CSU-P: 5.10, 5.11)
 - **Includes strategies to assure an equitable, multicultural language arts curriculum.** (CSU-P: 3.2)
3. Uses knowledge of commercial and teacher-created resources to plan secondary lessons and units.
 - Understands basal and supplemental curricular resources available for teachers, including innovative middle and high school language arts programs, and can align commercial materials with standards. (CO: 6.1; CSU-P: 3.1)
 - **Selects content and materials and adapts and designs curricula to meet the interests, knowledge, understanding, abilities, and experiences of students.** (CO: 6.1; CSU-P: 3.1)
 - **Plans long-term language arts units.** (CO: 3.1; CSU-P: 5.3)
 - **Plans interdisciplinary teaching activities that utilize literature, writing, and oral expression content and methods.** (CO: 3.1; CSU-P: 5.2)
 - **Plan daily lessons that include effective teaching practices and engage and motivate secondary students.**
4. Uses multiple methods of assessment to assure that all students learn language arts.
 - **Plans lessons in which evaluation matches the planned standards and lesson objectives.** (CO: 3.2; CSU-P: 4.1)
 - **Plans a unit of lessons and activities that implement the following kinds of assessments: observation, teacher-made test, performance tasks, self-assessment, analysis of student work samples, and rubrics.** (CO: 3.3; CSU-P: 4.2)
 - **Implements ongoing evaluation of student work in a secondary classroom, analyzing the effectiveness of instruction and altering strategies to assure that all children master objectives.** (CO: 3.4, 5.7, 6.6; CSU-P: 4.3, 4.10)
 - **Incorporates a variety of strategies, including technology to track and chart student progress in plans for a unit.** (CO: 7.4; CSU-P: 4.9)
 - **Uses student data, observations of teaching, and interactions with colleagues to reflect on and improve teaching practice.** (CSU-P: 4.8)
 - Understands procedures for assigning grades (CO: 3.4, 5.7; CSU-P: 4.3)
 - **Communicates information on student activities and progress via technology (email and website) and presents a written report on student achievement to the cooperating teacher and to parents following completion of a unit of study.** (CO: 5.9, 7.3; CSU-P: 7.2, 7.3)
5. Implements effective teaching strategies in secondary classrooms.
 - **Critiques ineffective and effective teaching practices of self, peers, and teaching colleagues.** (CO: 3.1; CSU-P: 5.2)
 - **Can problem-solve common classroom management concerns in a secondary classroom, suggesting solutions based on best practices.** (CO: 5.3; CSU-P: 1.2)

6. Utilizes a variety of professional resources, including ones own action research, to improve the quality of student learning.

- Participates in a range of professional development activities, including professional inservices. (CO: 8.5; CSU-P: 6.7)
- Incorporates information from professional journals and websites of national and state professional organizations into own teaching. (CO: 7.3, 8.5; CSU-P: 6.5, 6.7)
- **After analyzing theory, practice, and research, can clearly state, in writing, and defend, positions related to language arts education issues. (CSU-P: 6.4)**
- Locates information relevant to educational issues and action research questions through database searches utilizing the Internet (including ERIC). (CO: 7.3; CSU-P: 6.5)
- Locates effective lesson plans, activities, and web-based resources to teach language arts in the secondary classroom. (CSU-P: 6.5)
- **Works collaboratively with peers and professional educators in planning and implementing instruction. (CSU-P: 7.10)**
- **Effectively participates in peer evaluations of classroom teaching. (CO: 8.5; CSU-P: 6.6, 6.7)**
- Modifies own teaching based on the feedback of others. (CSU-P: 8.6)
- Understands the roles and responsibilities in planning and collaboratively teaching curricula and successfully plans/implements language arts lessons in a secondary classroom. (CSU-P: 7.10)
- **Plans and implements action research to improve the quality of student learning, including: establishing a student achievement goal and action research question; locating relevant research, implementing a strategy to improve the quality of learning, analyzing results on student achievement, and drawing conclusions based on data gathered. (CO: 8.5; CSU-P: 6.6)**

7. Demonstrates knowledge and skills concerning teaching and education when English is part of the content. The following standards will be evaluated by the classroom teacher at the end of the student's field experience: CO: 1.3, 1.4, 1.5, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.5, 5.9, 6.1, 6.6, 7.1, 8.2, 8.5; CSU-P: 1.1, 1.2, 1.4, 1.7, 2.3, 2.4, 2.5, 2.9, 2.10, 2.11, 3.1, 3.3, 3.5, 3.6, 4.2, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.10, 6.5, 6.6, 7.2, 7.7, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 8.11.

Evaluations of peers and cooperating teachers, and self-evaluations/reflections are benchmarks for admission to student teaching.

Course Policies

Class attendance and participation

Class attendance is mandatory; it is crucial if one is to truly gain all that this class has to offer. Philosophically, I believe we all learn best when we learn from each other. You are important because you bring your values, perspectives, insights and experiences to this class. When you are not here, we all miss out on what you have to offer. Your participation is valued and needed.

In order to participate fully, one must come to class prepared. Preparation should include a careful, critical reading of assigned materials. This will enable you to bring your questions and insights to class with you. Regular, on time attendance, completion of required readings and assignments, and participation in class discussions and activities demonstrates your professional commitment.

Excused absences include those in which unforeseen and unpredicted emergencies result in absence or lateness: illness, required attendance at school functions, and family emergencies. To be counted as an excused absence/tardy, the student must call and leave a message about the absence on the professor's voice mail as soon as possible (before class) so that the impact of the absence on class can be minimized. Attendance will again be checked after the break by the instructor and absences will be noted for the record. Unexcused absences will result in a loss of ten points per hour of class missed and students entering class late, or leaving class early, will lose five points per half hour. Arriving late or leaving class at breaks or prior to the end of class are considered unexcused absences. **A sign-in sheet will be used in all class sessions. It is your responsibility to sign in if you arrive late.**

Since the success of this class hinges on readings and thoughtful reflection and discussions, it is imperative that readings and reflective journals are done prior to class time. Both of these out of class activities will greatly enhance class discussions and presentations. If you are unclear on expectations, please ask. It is expected that professionalism will always be demonstrated in this class.

Late Assignments: An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 5% of possible points for each day late. The professor understands that at times there are **extraordinary** circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: A grade of “Incomplete” will only be assigned if a student and the professor has agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. **Extraordinary** circumstances such as a major illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of “0” on those assignments.

Extra Credit: Because the course grade is an evaluation of proficiency on the competencies described in the syllabus, extra credit will not be accepted in the course.

Writing Requirements: Please proof all work you submit. Ten percent of the points for each activity are assigned for the quality of writing. If the professor finds a serious deficiency in the quality of writing that is submitted, a conference with the student and the professor, and possibly with a member of the English Department or the Education Department, will be arranged so that these issues can be identified, addressed.

Civility: Learning is facilitated when all members of the community act in a respectful and civil manner to each other. Civility is required in class, in your field experience site, and in communications on BlackBoard. The following types of behavior are not professional, and will result in feedback from the professor. If continued, they will result in a request to withdraw from the course, with this information sent to the Department of Teacher Education:

- Name-calling, including the use of personal or racial epithets.
- Negative, offensive comments about the work of peers, children, etc.
- Explosive, angry confrontational behavior that appears harassing, violent, or threatening. This may be either verbal or non-verbal.
- Rude speech or non-verbal behavior which interferes with others learning, for example repeated speaking while others (peers or the instructor) have the floor to talk, making distracting or other non-verbal expressions that are unprofessional (e.g., making faces in response to peers’ comments).
- Inappropriate care of the environment, including destruction of the university’s or others property.

Plagiarism: Honesty is an essential characteristic of all educators. Please reference all ideas and information you receive from others, from printed materials, and from sources such as the Internet. Failing to do so will result in a grade of “0” for the assignment, with no opportunity to redo. Examples of plagiarism may include turning in an assignment (or part of an assignment) completed by someone else or copied from published or printed materials or the Internet or turning in the same assignment in more than one class.

Manuscript Form: All papers that are turned must be typed, double-space. Include a cover page using MLA style. Do not turn in notebooks, plastic covers, or any other type of folder. Staple all pages.

*** PLEASE NOTE: ALL CELL PHONES SHOULD BE TURNED OFF PRIOR TO THE BEGINNING OF EACH CLASS.** Of course, if you are visiting in the schools, it is especially important that you turn off your cell phone.

Requirements

- 1. Class participation – 60 pts:** This includes preparation, group work, and contribution to discussions. Attendance will greatly affect this grade.
- 2. Lesson Plans – 3@20 points each. 60 points Total:** You will create four lesson plans. All must include objectives, relevant standards, materials to be used, instructional delivery methods, and strategies that will be incorporated into the lesson itself that show that the lesson is comprehensible to all learners, and designed to meet the needs of all learners in the classroom. These lesson plans should also reflect course emphasis on inquiry-based instruction/learning, and the four components of effective teaching and learning as identified in the text by Jim Burke. Also, each plan should indicate strategies that reflect an integrated approach of teaching content, literacy and general skills.
- 3. Resource/Activity File – 50 pts.:** Refer to Appendix D in the Burke text. This checklist identifies those resources that a teacher will need to function in a classroom effectively. You will begin to build this resource list in this class by developing a reference file or note book that is organized in a useful manner. Items in this file or notebook may include teaching ideas, web sites, lesson plans, and instructional supplements. Since some items on the list do not fit in a notebook or file box, list those items you have in your supply, or identify how you would find access to such resources in the classroom. All resources must reference the author and must be applicable to this class. You may bring resources to class to share with the others in the class, but make sure you bring enough copies to share with the entire class. A midterm and final check of this file will be made.
- 4. Language Arts Portfolio: 200 points**
Included in this portfolio will be the following:
Language Arts Unit Plan – 100 points: You will create a two week minimum unit plan that will contain the following:
 - Overview: standards to be addressed, content objectives, and an overview of the curriculum design.
 - Unit plan: create a graphic that will illustrate the plan. This could be created on *Inspiration* software.
 - Strategies and instructional designs that will be used such as graphic organizers, note-taking strategies, class and student configurations, visual aids, etc. Also include instructional strategies that will be used such as reciprocal teaching, literature circles, and direct instruction.
 - Curricular conversations: where does this skill or concept relate to the general curriculum of the course and to the larger high school/middle school curriculum.
 - Lesson plans.
 - Evaluation tools.
 - Materials.
 - Additional resources to be used.**Additional requirements: 100 points** These requirements will be specified at a later date.
- 5. Teaching Evaluations: 3 @ 20 points each. 60 points Total:** Three lessons that you teach in your field experiences must be formally evaluated using the evaluation form distributed in class. In all three cases, you must complete a self evaluation. A minimum of one lesson must be critiqued/evaluated by one of your cooperating teachers, who observed you teach, and one must be evaluated by fellow members of your class. Two of the lessons should be taped (three if possible) for inclusion in your teaching portfolio. **All three evaluations and self-evaluations must be turned in to get credit.**
- 6. Peer Evaluation – 10 points:** You will evaluate at least one lesson given by a member of the class. Forms for this evaluation will be distributed in class.

7. Field Experience Activities – 40 points: At the end of the semester, you will be asked to turn in your log of field experience hours and activities. You will use the assigned form. Your cooperating teacher will also complete an evaluation of your work in his/her classroom. **Both the log and evaluation must be submitted before a passing grade can be give for this class.** Logs will be evaluated based on the quality and quantity of activities, and evaluations will be based on the evaluation of the quality of your performance.

All points earned will be tallied, with grades assigned using the following criteria: A = 96-100%; A- = 94-95%, B+ = 91-93%, B = 88-90%, B- = 85-87%, C+ = 83-85%, C = 79-82%, C- = 75-78%, D = 65-74%. For a minimum grade of “C” in the course, all of the requirements included above must be completed and turned in for a grade.

You are to complete a minimum of 60 hours in the field experience. The field work will be in a secondary school language arts classroom. Approval of your place is arranged through the Teacher Education Program. Required activities include preparing and teaching lessons with the assistance of your teacher and conducting classroom action research.

Information in the *Teacher Education Handbook*, reprinted below, should be read before beginning the experience and should be followed at all times.

Conduct in the Schools (from the *CSU-PUEBLO Teacher Education Handbook*)

University faculty and students are guests in the public schools. The willingness of school personnel to participate in your professional preparation depends, in large part, upon your courteous and responsible behavior during field experiences. Below are some basics for appropriate conduct in the schools:

- **Dress and Behave Professionally.** Dress and behavior during the field experience should be professional. University students are prospective teachers, and, therefore, both appearance and manner should reflect favorably upon the teaching profession. If in doubt as to appropriateness, ask the principal or participating teacher and review the district’s dress code. Jeans are never appropriate.
- **Respect School Procedures.** Check into the school office each time upon entering the school. Many schools maintain daily sign in/out sheets in the office. Introduce yourself to the school principal during your first visit. Understand the school rules and follow all each time – ignorance is no excuse.
- **Be Punctual and Reliable.** When you have agreed to be present in the school at specified times, be punctual. If illness or other unforeseen emergencies arise, notify the school. This is imperative when you have been scheduled to engage in instructional activities, since your classroom teacher will need to make alternative arrangements. Most faculty have very stringent rules concerning tardiness and absenteeism in field experiences; please read your course syllabus carefully.
- **Prepare Your Cooperating Teacher.** Please share information about your course, objectives and requirements of the field experience, and evaluation forms with the cooperating teacher.
- **Be Prepared for Active Participation.** While pre-student teaching field experiences do not demand the preparation expected during student teaching, they do require appropriate competence and responsible preparation for assigned tasks. These may range from obtaining materials or making bulletin boards to planning a complete instructional activity.
- **Be Guided by Professional Ethics Both in and out of School.** While in the schools you may become aware of sensitive information or situations involving pupils, their families, or classroom teachers. Such information must be treated with professional confidentiality – what occurs at the school, stays in the school. A breach of ethical behavior is serious and could be grounds for immediate removal from the teacher education program.

Lateness or unexcused absences in Field Experiences cannot be tolerated – the teacher and students in the school are counting on your attendance. One unexcused absence will result in the drop of one whole letter grade in the class. Two unexcused absences will result in removal from the field experience with no opportunity to be placed in another classroom. Removal will be reported to the Department of Teacher Education.

Accommodations for Disabilities:

This university abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office, which is located in the Psychology Building, Suite 232.

