



Department of Curriculum and Instruction

Program Affiliation: Secondary Education

Course Number and Title: CIED 5253: Methods of English Instruction II

Catalog Description: This course provides an examination of practices to teaching English language arts (ELA), defined here to include journalism, speech, and theatre, in the context of middle school, junior high, and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction. The planning of instruction and the development of instructional materials are included.

Prerequisite: Continued enrollment in the Secondary M.A.T. program

Course Goal: The special methods courses are designed to help prepare the students to become effective ELA teachers. Students will learn to apply strategies relative to pedagogical decision making, problem solving, creative/critical thinking, and develop attitudes of responsibility for those decisions.

Required Text: (Available at the University Bookstore / 616 N. Garland Avenue):
Smagorinski, P. (2008). *Teaching English by Design*. Portsmouth, NH: Heinemann.

Strongly Recommended:

- *English Journal*. (Through student membership in NCTE.) <http://www.ncte.org>
- *Voices from the Middle*. (Through student membership in NCTE)
- *The ALAN Review*. (Through student membership in ALAN.) <http://www.alan-ya.org/>
- *Journal of Adolescent and Adult Literacy*. (Through student membership in IRA.) <http://www.reading.org>
- Attend a local, state, regional or national conference

Competencies:

Upon completion of this course, the student should be able to:

- A. Analyze the responsibilities of classroom teachers in terms of standards, accountability, and accreditation policies within specific context
- B. Assess individual differences among students and identify learning experiences appropriate to meet the needs of learners
- C. Design research-based approaches to the language arts
- D. Develop a set of resources (literary texts, instructional methods, approaches) suitable for meeting the needs of secondary students
- E. Design and evaluate interactive lessons integrating the alignment of the language arts to relevant frameworks in a manner appropriate for secondary students.
- F. Discuss appropriate uses of standardized test data to enhance instruction in secondary ELA classes
- G. Demonstrate the potential to apply appropriate instructional strategies to a variety of teaching situations
- H. Discuss methods to diversify instructional approaches to match a variety of learning styles, interests, and abilities
- I. Develop methods, materials, and approaches for modifying instruction based on students' exceptionalities
- J. Design appropriate assessment strategies that match intended learning outcomes
- K. Design grading procedures to assess student achievement in the language arts
- L. Utilize presentation and technologies in secondary ELA classes
- M. Compare and contrast characteristics of middle school and high school students and the methodological changes necessary to serve each
- N. Discuss ethical and unethical testing practices in secondary ELA classes
- O. Reflect orally and in writing on professional practice

Evaluation:

- 1. Writer's Notebooks are expected to be completed (15%)
- 2. Daily attendance and participation is required (10%)
- 3. Class Profile (20%)
- 4. Professional Article Critiques (30%)
- 5. Two-Week Unit of Instruction based on Class Profile (25%)

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

II. Grading Scale:

100-90 = A

89-80 = B

79-70 = C

69-00 = F

Course Policies:

Late Assignments: Late work will be assessed a penalty of 15% (the equivalent of one letter grade).

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission

is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Incompletes: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an "E."

Accommodations:

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm> The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

Classroom Behavior:

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Portfolio Requirement:

As part of the professional educational coursework in the Department of Curriculum & Instruction, each student will use the Chalk & Wire© electronic portfolio system. This system will allow the collection of artifacts and resources (i.e., documents, presentations, pictures, video, audio, etc.) that illustrate mastery of the seven Scholar-Practitioner Tenets throughout the educational experience at the University of Arkansas. Access to these resources will be available following this experience. Each student is required to purchase a Chalk & Wire© account from the bookstore. When completing professional education coursework, instructors will direct certain assignments and artifacts be submitted to the Chalk & Wire© system. The electronic portfolio will take the place of the paper portfolio used previously in most of our licensure programs. An electronic portfolio is an effective method of illustrating critical media literacy skills to prospective employers. Accounts can be purchased for one, two, three, or four years-- one year accounts are renewable. This is a requirement of all secondary MAT students beginning 8-16-07.

Inclement Weather:

In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

Attendance and Participation (10%): Given the importance of our work, your attendance and active participation in class is required. Two absences will lower your grade 10%. A third absence will result in our meeting to discuss your future standing in the course. If you are unable to attend class for some reason, please e-mail me in advance.

Three Formal Article Critiques (30%)*

See handout and example.

Writer's Notebooks are expected to be completed (15%)

Class Profile (20%)

See handout.

Two-Week Unit of Instruction based on Class Profile (25%)

References:

- Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Portland, ME: Stenhouse Publishers.
- Anderson, J. (2007). *Everyday Editing: Inviting students to develop skill and craft in writer's workshop*. Portland, ME: Stenhouse Publishers.
- Arkansas Department of Education (ADE). (2006). Grades 9-12: English language arts curriculum framework. Retrieved from <http://arkansased.org/educators/curriculum/frameworks.html>
- Atwell, Nancie (1998). *In the Middle: New Understandings about Writing, Reading, and Learning*. Portsmouth, NH: Heinemann.
- Beers, K., Probst, R. E., & Rief, L. (Eds.). (2007). *Adolescent literacy: Turning promise into practice*. Portsmouth, NH: Heinemann.
- Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Campbell, K. H. (2007). *Less is more: teaching literature with short texts – grades 6-12*. Portland, ME: Stenhouse Publishers.
- Common Core State Standards Initiative (CCSSI). (2010). *About the standards*. Retrieved from <http://www.corestandards.org/about-the-standards>
- Copeland, Matt (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school*. Portland, ME: Stenhouse.
- Gallagher, K. (2006). *Teaching Adolescent Writers*. Portland, ME: Stenhouse.
- Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed). Portland, MA: Stenhouse Publishers.
- Irvin, J. L., Buehl, D. R., & Klemp, R. M. (2007). *Reading and the high school student: Strategies to enhance literacy*. New York, NY: Pearson Publishing.
- Keene, E. O., & Zimmermann, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction*. Portsmouth, NH: Heinemann.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum.
- National Writing Project & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. San Francisco, CA: Jossey-Bass Publishers.
- Smith, W.S. & Wilhelm, J.D. (2002). *'Reading don't fix no chevys': Literacy in the lives of young men*. Portsmouth, NH: Heinemann.
- Wilson, Maja (2006). *Rethinking rubrics in writing assessment*. Portsmouth, NH: Heinemann.

Course Schedule

Date FRI	Topics To Be Covered	Reading Assignments	Assignments Due
8/26	Dr. Goering: M.A.T. Program check First day of school <i>Beginning to Think About the M.A.T. Research Project</i> Class Profile Assignment		
9/2	Overview of Syllabus Intro to Writer's Notebooks (WN) with handout What students know and what teachers grade Professional Article Critique Assignment (PACA)	<i>Teaching English by Design</i> : Foreword, Preface, Chapter 1	
9/9	WN – discuss WN handout Instructional Scaffolding Review Class Profile Surveys PACA selection due for in-class review	<i>Teaching English by Design</i> : Chapter 2	
9/16	WN Teacher talk & Assessment comes before teaching (i.e. UbD)	<i>Teaching English by Design</i> : Chapters 3 & 4	Article Critique One due
9/23	WN Goals for writing instruction <i>Writing to Learn and Learning to Write</i> Class Profile Memo, Surveys, and Samples due	<i>Teaching English by Design</i> : Chapter 5 & 6	
9/30	WN Responding to student writing Differentiated Instruction	<i>Teaching English by Design</i> : Chapter 7	Bring at least three student writing pieces to evaluate
10/7	<i>Pre AP & AP Strategies – Dr. Jolliffe</i>	<i>Teaching English by Design</i> : Chapter 8 & 9	Article Critique Two due

10/14	WN Unit rationale: Standards ADE ELA & Common Core	<i>Teaching English by Design: Chapter 10</i>	
10/21	WN Outlining a unit (Unit designs –group work)	<i>Teaching English by Design: Chapter 11</i>	
10/28	WN Constructing the teaching area: process, product & <i>grammar</i> ?	<i>Teaching English by Design: Chapter 12</i>	Class Profile Report Due
11/4	WN Introductory activities for setting up a unit Arkansas Curriculum Conference (3-4)	<i>Teaching English by Design: Chapter 13</i>	Article Critique Three due
11/11	<i>Socratic Seminar</i>	<i>Articles</i>	
11/18	WN The daily lesson plans? (NCTE November 17-22)	<i>Teaching English by Design: Chapter 14</i>	
11/25	<i>Thanksgiving Holiday</i>		
12/2	WN <i>Unit presentations</i>		Instructional Units due