



**University of Rhode Island
College of Human Science and Services
School of Education
EDC 430/431 Methods and Materials
Secondary Teaching and Practicum Experience for
English Language Arts-Section 6
Fall 2011**

Instructor: Dr. Diane Kern
Email: dkern@uri.edu
Office Hours: by appointment
Class location: Chafee 101
EDC 430-3 credits
EDC 431 -1 credit

Office: Chafee 708
Office phone: 874-9490
Secretary Mrs. Marsha Mott 4-4068
Meets: T-Th 2:00-3:15pm
Meets: At your school(s) 40 hours+

Essential Questions:

Who are YOU as a beginning teacher of English?

What are your deeply held beliefs, guiding principles, and goals?
What content knowledge, pedagogical content knowledge and dispositions do you bring to pre-student teaching?
What do you still need to learn and how will you acquire this important knowledge, skill or disposition?

Catalog Description:

EDC 430-Principles of education as related to curricular materials and classroom situations. Sectioned by academic major: English, mathematics, modern languages, science, social studies. Not for graduate credit in education. 3 credits

EDC 431-Secondary school clinical experience, taken concurrently with secondary methods course (430) during semester prior to student teaching. Student applies content learned in methods course and prior coursework to peer teaching and classroom settings. Not for graduate credit in education. 1 credit

Prerequisites: Concurrent enrollment in 430/431 required. Open only to students admitted to the secondary education undergraduate and MA/TCP programs.

Relationship to Professional Preparation:

EDC 430 and EDC 431 signify the beginning of your transition from URI student to English teacher; therefore, the lessons learned and the collegial relationships made in these courses will not only pay off for a grade in EDC 430/431, but also serve you well in your future as a Secondary English teacher. Key requirements in these courses include planning and implementing lesson plans in your pre-student teaching placement, professional involvement in your classroom(s), school, and profession, and the successful completion of a unit plan designed specifically for your first student teaching placement.

Course Texts and Materials

Required Texts: *(This is MLA format)*

1. Current membership in an English teachers' professional association (either NCTE or IRA).
2. Daniels, K. N., Patterson, G. C., & Dunston, Y. L. (2011). *The ultimate student teaching guide*. Los Angeles: Sage.
3. Additional course required readings and online resources are free and available on our course wikispace

Required Materials:

- Lesson plan book and grade book (available from Staples, Borders or online at www.amazon.com)—can be an online version if this is what your Mentor/Cooperating Teacher and school uses.
- Flashdrive
- Microsoft Office compatible software (available in all URI computer labs and the Curriculum Materials Library)-including Word, PowerPoint, and Excel. You must be able to save documents as either a .doc or .pdf file and scan documents for this course.
- Course wikispace <http://uri-englishlanguagearts.wikispaces.com>

Suggested Texts:

Available on course wikispace under suggested reading

Course Outcomes

EDC 430 Methods & Materials Seminar	Outcomes	%	NCTE	RIPTS
Active participation, attendance, ongoing professionalism at seminar, in online discussions and membership in NCTE or IRA	Professional membership, attendance. & professionalism	20%	1.3, 1.4, 2.5, 3.7.1, 3.7.2, 4.3,	1.3, 7.1, 7.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5
Who are YOU as an English Teacher: Online Resource	Reflect on early teaching experiences and content knowledge to guide practice Shell for online resource and reflections	10%	1.3, 2.3, 3.7.2 2.5, 3.1, 3.2 3.6, 4.1, 4.4	8.3, 8.4, 10.2, 10.3, 10.4
Unit Plan	Plan one cohesive, well-developed unit plan *implement in Spring during EDC 484	20%	2.1, 2.2, 2.4 2.4, 2.5, 2.6 4.5, 4.8 3.1, 3.5, 4.1, 4.7, 3.7, 4.3	All 1 All 2 All 3 All 4 All 5 6.1,6.2,6.3 All 7 8.1 All 9
Lesson Plan: Reading Strategy Instruction	Plan and Implement a reading lesson	10%	2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.8, 4.9	2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 8.1, 8.4, 9.2
Lesson Plan: Teaching Media Literacy/ Communication Technologies	Plan and Implement a media &/or communication technology lesson	10%	3.6.1, 3.6.2, 3.6.3, 4.6,	1.3, 2.3, 3.1,3.2,3.3, 4.1, 4.2, 5.1, 5.5, 8.3 9.2, 10.3,

Lesson Plan: Teaching Language in the Context of Reading or Writing Instruction	Plan and implement a lesson focused on language development.	10%	3.1.1, 3.1.6, 3.1.7	3.1, 4.1, 4.2
Reader Response Journals and Reflections	Respond to course reading and reflect on practicum experiences	20%		
EDC 430 letter grade for 3 credits		100%		

EDC 431 Pre-Student Teaching Practicum	Outcomes	%	NCTE	RIPTS
Ongoing, active participation and professionalism at pre-student teaching school(s)	431 Log	S or U		All 10
Three implemented lessons with reflection and informal feedback from cooperating teacher	Reflections and evidence of implementation	S or U		1.3, 2.3, 2.4, 4.3, 5.2, 5.5, 6.1, 6.7, 7.1, 7.2, 7.3, 7.4, 8.3, 9.1, 9.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5
Pre-student teaching evaluation completed by cooperating teacher(s)	Evaluation that meets each of the RIPTS at an acceptable level.	S or U		All RIPTS at pre-student teach level
EDC 431 S or U grade for 1 credit and permission to student teach		S or U		

Course (430) and Practicum (431) guidelines:

- 1) Plan to attend and to be prepared for all seminars and practicum (school) sessions. Practicum sessions must be regularly scheduled with your Mentor/Cooperating Teacher in advance. Your attendance and ongoing engagement with your cooperating teacher(s) are key indicators of your readiness to student teach this spring.
- 2) If you must be absent or late for seminar, please contact me prior to your absence/tardiness or as soon as possible based on the circumstance. If you miss or are late for seminar without communication, you will certainly lose attendance points, but may also be asked to rethink your commitment to teaching adolescents at this point in time.
- 3) If you must be absent for practicum, you **MUST** contact your teacher directly, or if this is not possible, contact the school secretary with an urgent message prior to your absence. Next, please email me or call me to note your absence from practicum. This is an important professional obligation, which is designed to help you if you have an extended illness or any breakdown in communication at your school setting. If you were expected to teach a lesson, you must provide lesson plans and materials to your teacher prior to your absence. You should plan to make up the missed practicum session as soon as possible. If you miss practicum without communication with your cooperating teacher and the university supervisor, you may be asked to rethink your student teaching decision, your lack of professionalism will be noted, and you may not be recommended to student teach as planned.
- 4) Plan to meet with me during office hours or after class to discuss any questions or concerns you have about your readiness to student teach, coursework or other advising needs.
- 5) See the URI inclement weather policy for information about cancelled classes at URI. Listen to local radio or TV station announcements about school closings/delays for your school placement.
- 6) Please turn *off and* put away all cell phones and other electronic devices during seminar and practicum unless we are using this technology as part of our teaching/learning. Class participation points will be taken for off-task use of technology.
- 7) Demonstrate appropriate professional dress and collegial demeanor at all times, including during seminars and always when you work in a public middle or high school.

Revision policy:

1. Your unit plan can be revised no more than two times for a possible grade change as high as an A- if the following guidelines are followed:
 - Revised work is submitted no more than 1 week after instructor's written feedback is received. Late work will not be considered.
 - Professional responsibility and initiative are taken for the revision of the work (e.g., read and reflect upon instructor feedback, use resources such as the Wikispace, the Writing Center, Cooperating Teachers, peers...).
 - Revision is submitted with new work as **well as original work and instructor's feedback.**
 - Revision is your original work.
 - No portion of the work has been submitted to another course for a grade or to another instructor for feedback.
 - Last opportunity for revision submission is the date/time of the final exam unless prior arrangements have been made with the instructor.

Reasonable Accommodations: If you have a documented disability that may require individual accommodations, please make an appointment with me prior to the third class meeting and provide written documentation about your documented learning difference. We will discuss how to meet your individual learning needs to ensure your full participation in the course and to ensure fair and equitable assessment procedures. For further information or assistance, contact the staff at Disabilities Services for Students (Office of Student Life), 330 Memorial Union -874-2098.

Anti-Bias statement: Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect, and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team www.uri.edu/student_life/brt where you will find people and resources to help.

Respect for health, safety, and rights of self and others:

The University of Rhode Island expects its students to treat other persons with respect and human dignity. All members of the community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons. Please be particularly mindful of guidelines regarding plagiarism, copyright infringement, and tolerance. These are particularly important issues for beginning teachers, and especially those who plan to teach English. (Source: URI Student Handbook; <http://www.uri.edu/judicial/studenthandbook.pdf>)

Course Schedule, Topics, and Assignments

Date	Topic	NCTE	To Do
9/8	1. The Three Questions: Course Introduction	1.1, 1.2, 1.3, 1.4 1.3, 2.1 Focus: Collaboration; student-centered instruction; URI Secondary ELA curriculum expectations	Review syllabus; all course requirements on wikispace, purchase required course materials and text
9/13	2. <u>You-Your</u> Students- <u>Your</u> Cooperating Teachers- <u>URI</u> : Planning for Teaching Success	1.1, 1.2, 1.3, 1.4 URI Secondary ELA curriculum expectations	Reading: People- (Chapters 1 & 2) and Journal response #1 Assignment due: 1. All pre-student teaching paperwork to OTE: a. Praxis II scores b. BCI
9/15	3. The politics of teaching: The rules and the late bell!	2.4, 3.3.1, 3.3.2, 3.3.3, 3.5.3, 4.9 Focus: teaching thinking, activating prior knowledge, scaffolding, tradebooks,	Reading due: Politics (Chapter 3 & 4) and Journal #2 Assignment due: 1. Completed A & S and HSS degree audit paperwork (undergrads only)

9/20	4. More politics of teaching: The principal's office!	2.1 Create inclusive and supportive learning environment	Reading due: Politics (Chapter 5) and Journal #3
9/22	5. Understanding by Design: Unit Planning	3.2.5, 3.5.4, 4.1, 4.3, 4.8, 4.10 Focus: school curriculum, content area connections, Understanding by Design; critical stance, literacy assessment	Reading due: Planning (Chapter 6) and Journal #4
9/27	6. Lesson planning Unwritten Rule for the 21 st Century—all students graduate high school with proficiency in literacy	2.2, 2.5, 2.6, 3.5.1, 3.5.2 Focus: culture, diversity, society, broad range of texts from historical periods, genres, and authors	Reading due: Planning (Chapter 7) and Journal #5

9/29 <i>Rosh Hashanah</i>	7. Courage, Confidence and Change		Reading due: Performance (Chapter 8 & 9) and Journal #6
10/4	SCHOOL	*remember BCI paperwork at all times *maintain log sheet *work on checklist for English teachers	Work with small groups of students, deliver mini-lessons and share unit plan ideas/questions with CTs.
10/6	SCHOOL	*remember BCI paperwork at all times *maintain log sheet *work on checklist for English teachers	Work with small groups of students, deliver mini-lessons and share unit plan ideas/questions with CTs.
10/11	8. SEMINAR Research and practice-based best methods for teaching reading	3.2.2, 3.2.3, 3.4.1, 3.4.2 Focus: integrating ELA, response to reading, composing strategies, traits of writing	Reflection Entry #1 (wikispace)
10/13	9. Curriculum Materials Library: Developing YOUR Information Literacy		Assignment due: Unit Plan topic/grade level (wiki) and any materials needed to plan (in class)

10/18	SCHOOL	<p>**remember BCI paperwork at all times</p> <p>*maintain log sheet</p> <p>*work on checklist for English teachers</p>	Lesson Plan 1 must be implemented and then posted to TrueOutcomes (TO) no later than this week
10/20	SCHOOL	<p>*remember BCI paperwork at all times</p> <p>*maintain log sheet</p> <p>*work on checklist for English teachers</p>	Lesson Plan 1 <i>must be implemented and then posted to TrueOutcomes no later than this week</i>
10/25	10. SEMINAR: Teaching Media Literacy	<p>3.2.1, 3.6.1, 3.6.2, 4.6; 3.2.4, 3.6.3, 4.2</p> <p>Focus: technology, grouping practices</p> <p>Focus: media literacy, critical analysis</p>	Reflection entry #2 (wiki)
10/27	11. New Literacies	<p>3.2.1, 3.6.1, 3.6.2, 4.6; 3.2.4, 3.6.3, 4.2</p> <p>Focus: technology, grouping practices</p> <p>Focus: new literacies</p>	<p>Unit Plan overview posted (wiki)</p> <p>TB test results to OTE</p>
11/1	SCHOOL	<p>*remember BCI paperwork at all times</p> <p>*maintain log sheet</p> <p>*work on checklist for English teachers</p>	Work with small groups of students, deliver mini-lessons and share unit plan ideas/questions with CTs.

11/3	SCHOOL		*remember BCI paperwork at all times *maintain log sheet *work on checklist for English teachers
11/8	12. Seminar: Research and Practice-based Best Methods for Teaching Language	3.1.4, 3.1.5, 3.1.6, 3.1.7 Focus: language diversity, history of English, grammars, semantics, syntax, morphology, phonology; 3.1.1, 3.1.2, 3.1.3 Focus: instructional strategies for teaching language, impact of cultural, economic, political and social environments on language	
11/10	13. Seminar: Research and Practice-based Best Methods for Teaching Language, Redux!	“ “	
11/15	14. Asking questions and facilitating discussions		Bring materials/questions about unit plan
11/17	15. Differentiating Instruction	2.1 Create inclusive and supportive learning environment	<i>Lesson Plan 2</i> <i>implemented no later than this week and uploaded to TO</i>

11/22	16. Unit Planning Workshop		Bring materials/questions about unit plan Reflection entry #3 (wiki)
11/24	Thanksgiving-no class		
11/29	17. Connections... Linking Home, Schools and Community	2.3 collaborating with parents, colleagues, peers	<i>Lesson Plan 3</i> <i>implemented no later than this week and uploaded to TO this week</i>
12/1	18. Unit Planning Workshop		<i>Lesson Plan 3</i> <i>implemented no later than this week and uploaded to TO this week</i>
12/6	19. Who are YOU as an English Teacher-researcher inquiry and online resource presentation	2.3, 3.7.1 Focus: teacher-researcher and reflection	Final Unit Plan due on TrueOutcomes

12/8	20. Yesterday—Today- -Tomorrow	2.3, 3.7.1 Focus: teacher- researcher and reflection	Who are YOU (wiki) & Reflection entry #4 to wiki <u>or</u> by email to Dr. Kern
12/20	Final Exam 11:30am- 2:30pm		Final date for all EDC 430 task revisions and all EDC 431 paperwork, including Evidence of NCTE or IRA membership— this is a firm date/time that must be met in order to be cleared for student teaching

Course Evaluation

Grades for seminar (EDC 430) are assessed using a scoring guideline specifically designed for each performance task. Unless prior arrangements are made with the instructor, a late penalty will be assessed for each day work is late. 1st day late= 10% off; 2nd day late 50% off; 3rd day late=75% off; after 3 days= no credit. The following grading system is used to determine letter grades for EDC 430:

Grade	Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	64 and

Grades for practicum (EDC 431) are Satisfactory (S) or Unsatisfactory (U) In order to earn a "recommendation to student teach" from the university supervisor and the School of Education, all Secondary Education teacher candidates must:

- 1) earn a "meet or exceed" designation for each criteria of the unit plan assignment and successfully upload this assignment to the True Outcomes Efolio system prior to the close of fall semester grades. (<http://www.trueoutcomes.net>)
- 2) earn a "recommendation to student teach" from both the cooperating teacher and the university supervisor on the practicum evaluation(s)
- 3) address any areas in need of improvement if "recommendation with reservations" is noted by the university supervisor or cooperating teacher(s).
- 4) complete all other program requirements (including earning an overall GPA of 2.5+, 2.5+ in Education, 2.5+ in English coursework, application to student teach, complete a TB test, and criminal background check)
- 5) show evidence of a passing score (167) on the Praxis II: Principles of Learning and Teaching test prior to the December 31st prior to student teaching.
- 6) show evidence of a passing score (172) on the Praxis II: English Language, Literature and Composition: Content Knowledge test prior to Dec. 31st prior to student teaching.
- 7) earn an "S" in EDC 431 from the university supervisor,
- 8) earn a C or higher in EDC 430
- 9) "meet or exceed" RIPTS and NCTE/NCATE standards on unit plan.

References

Suggested Websites (others are listed on Wikispace)

RI Professional Teacher Standards (aka RI Beginning Teacher Standards)

<http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/Beginning%20Teacher%20Standards.pdf>

NCTE Professional Teacher Standards (for teachers)

http://www.ncte.org/library/files/Programs/Teacher_Prep/RevisionApprovedStandards707.pdf

RI Grade Span Expectations and Grade Level Expectations (for 5-12 students)

<http://www.ride.ri.gov/instruction/curriculum/>

Common Core State Standards

www.corestandards.org

National Council of Teachers of English Language Arts and International Reading Association's ELA standards for K-12 students

<http://www.ncte.org/about/over/standards/110846.htm>

RI Middle and High School Reform

<http://www.ride.ri.gov/HighSchoolReform/default.aspx>

International Reading Association <http://www.reading.org>

National Council of Teachers of English <http://www.ncte.org>

URI's Electronic Portfolio www.trueoutcomes.net

Rhode Island Technical Assistance Project

www.ritap.org

CAST Teaching Every Student

<http://www.cast.org/teachingeverystudent/>

Additional Resources and Suggested Reading (*This is APA format*)

Andrews, L. (2001). *Linguistics for L2 teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Appleman, D. (2000). *Critical encounters in high school English: Teaching literary theory to adolescents*. Urbana, IL: National Council of Teachers of English.

- Barton, J. (2001). *Teaching with children's literature*. Norwood, MA: Christopher Gordon.
- Berger, J. (2006). Transforming writers through grammar study. *English Journal*, 95(5), 53-59.
- Burden, P. R., & Byrd, D. M. (1999). *Methods for effective teaching*, 2nd ed. Boston, MA: Allyn and Bacon.
- Christenbury, L. (2000). *Making the journey: Being and becoming a teacher of English language arts*. Portsmouth, NH: Boynton/Cook, Heinemann.
- Davis, J. E., & Salomone, R. E. (Eds.) (1993). *Teaching Shakespeare today*. Urbana, IL: National Council of Teachers of English.
- Dornan, R. W., Rosen, L. M., & Wilson, M. (2003). *Within and beyond the writing process in the secondary English classroom*. Boston, MA: Allyn & Bacon.
- Emmer, E. T., Evertson, C, Worsham, M. E. (2000). *Classroom management for secondary teachers*, 5th ed. Needham Heights, MA: Allyn and Bacon.
- Fisher, D., Brozo, W. G., Frey, N. & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Kearns, J. (1997). *Where to begin: A guide to teaching secondary English*. Portsmouth, NH: Heinemann.
- Gillespie, J. S. (2006). Getting inside S. E. Hinton's *The Outsiders*. *English Journal*, 95(3), 44-48.
- Joseph, N. (2006). Strategies for success: Teaching metacognitive skills to adolescent learners. *The New England Reading Association Journal*, 42 (1), 33-39.
- Muller, V. (2006). Film as film: Using movies to help students visualize literary theory. *English Journal*, 95(3), 32-38.
- Noden, H. R. (1999). *Image grammar: Using grammatical structures to teach writing*. Portsmouth, NH: Boynton/Cook, Heinemann.
- Simmons, E. (2006). The grammars of reading. *English Journal*, 95(5), 48-52.
- Stanford, B. (2006). "Somebody died?" Using grammar to construct meaning in adolescent literature. *English Journal*, 95(5), 60-64.
- Trier, J. (2006). Teaching with media and popular culture. *Journal of Adolescent Literacy*, 49(5), 434-438.
- Weaver, C. (1998). *Lessons to share: On teaching grammar in context*. Portsmouth, NH: Boynton/Cook.