



EDIS 5401: Teaching Secondary English, II

CISE

Concurrent Enrollment in EDIS 4882

3 Credit Hours

Spring 2014

January 13-April 29, 2014

Tu/Th 2:00-3:15pm

Instructor

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Because an unquiet pedagogy is preoccupied with the uncertainties of the culture of the classroom, language and thought, home and school language, cultural literacy and multicultural education, reading and meaning, writing and composing, it is, by nature a pedagogy that requires investigation.

--Paulo Freire

Description

This course promotes teaching secondary English from a critical perspective: the issues & challenges, best practices and experimental methods, and the theories that underpin critical literacy & its pedagogy. Its audience is novice English teachers preparing for their Teaching Associateship; its outcomes require individuals to (a) reflect on the influence of past experiences in order to challenge personal biases and assumptions about teaching, learning, and the nature of today's schools; (b) develop a philosophical stance that becomes the initial foundation of a critical teaching practice; (c) build a repertoire of strategies (a combination of best practice and experimental methods) for meeting the learning needs of diverse student populations and for problem solving students' resistances and obstacles to literacy growth; and (d) demonstrate effective design of instructional units and the individual lesson plans that shape them (i.e., the synergy of instructional objectives, resources, methods, and assessments).

Course Essential Questions:

This course has been developed using the "backward design" model and, as such, is governed by essential questions.

1. What is the nature of 21st century society in which today's schools and students exist?
2. What knowledge and skills are needed to be effectively participating, literate citizens in such a society?
3. Who are today's students who will need such knowledge and skills and what is known about the way they know and learn?

4. What content and skills constitute 21st C. English studies, i.e., What is “English”?
5. In building an English curriculum to serve today’s students, what is the relationship between self, text, and context?
6. What are 1) best practices and 2) current methodological innovations for delivering a curriculum that anticipates 21st C. societal needs?
7. In combining the three primary components of the learning experience – self, text, and context, what must an English teacher know and be able to do to create a safe learning community premised on democratic principles?
8. What role do the imagination, creativity, and critical inquiry play in such a community?
9. What constitutes effective instructional planning and culturally responsive teaching in such a learning community?
10. What assessments are most aligned with critical literacy and its pedagogy and how can they be used to promote student learning?

Learning Objectives

In completing this course, you should be able to:

1. Articulate a **philosophy of instruction** that shapes your instructional decision making
2. Cultivate an **imaginative practice** that leads you and your students to create original, artful, and multi-modal self-expressions
3. Employ evidence-based practices in English to design concept-based instruction from **authentic learning experiences** that build upon students’ varied backgrounds, language varieties, goals, and motivations to enrich and individualize instruction; most specifically,
 - a. Make informed selections from a range of diverse print and electronic texts for use with adolescents based on student interest, literacy background, and relevancy to conceptual content (IRA/NCTE 1, 2, 9);
 - b. Teach students a range of strategies to comprehend, interpret, evaluate, and appreciate texts through whole group, small group, and individualized reading/writing workshops (IRA/NCTE 3, 5, 11);
 - c. Provide students with a range of experiences with diverse print and electronic texts that will guide students’ learning, writing processes, and writing development (IRA/NCTE 1, 7, 8)
 - d. Create opportunities for students to create texts in response to varied audiences and purposes (IRA/NCTE 4, 5, 12)
 - e. Develop a principled approach to responding to diverse students’ work and guiding editing and assessment of their texts (IRA/NCTE 9, 10)
 - f. Approach language in a way that helps adolescent learners access the power and possibilities of language (IRA/NCTE 5)
4. Participate effectively in shaping a **learning community** of peers/colleagues premised on democratic values, shared goals, and a respect for differences
5. Develop the habits of a **reflective practitioner**, among them:
 - a. actively participating in discussions and presentations (both speaking and listening)
 - b. scrutinizing one’s own perspective for bias
 - c. providing invested and timely feedback to others (affirmation *and* critique)
 - d. using peer and instructor feedback to systematically re-see and regularly revise work
 - e. investigating, problem-solving and experimenting in the face of what is unknown or untried

Note: *The above course objectives are aligned with the International Reading Association/ National Council of Teachers of English (IRA/NCTE) Standards for the English Language Arts.*

Instructional Methods

This course models a variety of instructional methods significant to the teaching of English Language Arts: Reading/writing workshop, Literature circles, the Socratic method, Inquiry-based, and Project-based instruction. These methods are nested under the over-arching development of individual teaching portfolios. In the development of this portfolio, you should recognize that the course readings, in-class and on-line activities, and writing tasks all build upon each other. Each week's work will contribute to your end-of-course assignments, so engagement throughout the semester is essential.

Also significant to this course are various digital platforms, all accessible through the university's digital platform for courses called Collab (<https://collab.etc.virginia.edu/portal>). We will also use Wordpress Blogs (<http://wordpress.com/>) as a digital platform for collaborative inquiry and reflection; PebblePath as our e-portfolio platform. Collab will be used as a repository for sharing resources, readings, and student work among students and the instructor. All assignments will be submitted there; the gradebook will allow individuals to keep track of their performance in the course.

Course Texts

Required

Carried over from EDIS 5400

- Kutz, E. & Roskelly, H. (1991). *Unquiet pedagogy: Transforming practice in the English classroom*. Portsmouth, NH: Heinemann.
- Milner, J., Milner, L. M., & Mitchell, J. F. (2011). *Bridging English*, 5th ed. Boston: Pearson. (5th edition only)
- Wilhelm, J. D., Baker, T. N., & Dube, J. (2001). *Strategic reading: Guiding students to lifelong literacy 6-12*. Portsmouth, NH: Heinemann.

Unique to EDIS 5401

- Campbell, K. H. (2007). *Less is more: Teaching literature with short texts—Grades 6-12*. Portland, ME: Stenhouse. (978-1571107107)
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Portland, ME: Stenhouse. (978571108968)
- Tovani, C. (2011). *So what do they really know? Assessment that informs teaching and learning*. Portland, ME: Stenhouse. (9781571107305)

EDIS 5401 students will read one of the following texts related to Critical Pedagogy:

- O'Donnell-Allen, C. (2011). *Tough talk tough texts: Teaching English to change the world*. Portsmouth, NH: Heinemann. (9780325026404)
- Early, J. S. (2006). *Stirring up justice: Writing & reading to change the world*. Portsmouth, NH: Heinemann. (0325007470)
- Beach, R. & Meyers, J. (2001). *Inquiry-based English instruction: Engaging students in life & literature*. New York: Teachers College Press. (0807741027)
- Christensen, L. (2009). *Teaching for joy and justice: Re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools. (9780942961430)

EDIS 5401 students will read one of the following texts related to a "hot" issue in ELA instruction:

1. Digital writing
 - a. Hicks, T. (2013). *Crafting digital writing: Composing texts across media and genres*. Portsmouth, NH: Heinemann. (978-0325046969)
2. Multi-modal literacy
 - a. Serafini, F. (2013). *Reading the visual: An introduction to teaching multimodal literacy (Language & Literacy Series)*. New York: Teachers College Press. (978-0807754719)

3. Grading
 - a. Wormeli, R. *Fair isn't always equal: Assessing & grading in the differentiated classroom*. . Portland, ME: Stenhouse. (978-1571104243)
4. Vocabulary Instruction
 - a. Beck, I. L., McKeown, M. G., Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*, 2nd edition. New York: The Guilford Press. (978-1462508167)

Recommended

We will read selections from some of these, but the entire book is a handy reference for your “teacher library”

- Anderson, J. (2005). *Mechanically inclined*. Portland, ME: Stenhouse Publishers
- Beers, K. (2003). *When kids can't read, what teachers can do*. Portsmouth, NH: Heinemann.
- Kittle, P. (2013). *Book Love*. Portsmouth, NH: Heinemann.
- Kittle, P. (2008). *Write beside them*. Portsmouth, NH: Heinemann.
- Noden, H. R. (2011). *Image grammar: Teaching grammar as part of the writing process*. Portsmouth, NH: Heinemann.
- National Writing Project. (2010). *Because digital writing matters: Improving student writing in online and multimedia environments*. San Francisco: Josey-Bass.

Grading

Students in EDIS 5401 are expected to complete all assignments and will be graded according to the following scale: A (95-100), A- (90-94), B+ (87-89), B (83-86), B- (80-82)

- Attendance & Punctuality: 5%
- Class Preparedness & Participation: 10%
- Weekly Reflective Learning Blog: 15%
- Critical Pedagogy Exploratory: 10%
- Hot Topics Research Project: 10%
- Concept-based Unit Plan: 25%
- Reflective Teaching Portfolio: 25%

Assessments/Course Requirements

The seminar is a graded course. Final grades are based on assessment of the following:

1. Attendance & Punctuality (5%)

Acquiring a stance of professionalism is an important step toward both thinking and behaving like a teacher. Therefore, promptness, regular attendance, and active participation are expected.

There are no excused absences, *per se*. **If extenuating circumstances prevent your attendance at a given class, notification of the instructor *in advance* is required, as well as arrangements - with a peer - to collect any weekly handouts.** More than two absences and/or repeated late arrivals will compromise your course grade and may affect advancement to your Associateship.

Due Date: on-going

Grading Criteria: See Appendix A for rubric

2. Class Preparedness & Participation (10%)

Active participation in a course means coming to class prepared and achieving a balance between attentive listening and thoughtful. The following are essential elements for ensuring your own active participation in this course:

- The assigned reading are the foundation for each class session and must be read thoroughly and critically *before* the class in which they are to be discussed. *Please bring the assigned readings with you to each class so that you can refer to the reading during our discussions.*

- Discussions with partners, small groups, and the entire class are all important parts of the class experience. It is important to participate in these discussion, and equally important to always remember to be respectful of your classmates, both in your written and verbal comments; tactless, negative or demeaning remarks—even if you are “only kidding”—do not have a place in our classroom.
- Completion of activities that are required for class but not graded will be included in the preparedness and class participation grade.
- Important information will be sent to you via email throughout the course. It is your responsibility to ensure the instructor has your correct email address and to check your email regularly.
- When the instructor has notified you that the syllabus has been updated, it is your responsibility to download the new version of the syllabus from collab and complete course tasks accordingly.

Due Date: on-going

Grading Criteria: See Appendix B for evaluation rubric

3. Weekly Reflective Learning Blog (15%)

Each student will set up and keep a blog related to his/her analysis, evaluation, and reflection of the weekly course readings and activities. The blog will support collaborative inquiry and reflective teaching practices. There will be a minimum of 14 weekly entries, and you will be provided with prompts to focus your thinking and writing. This blog will be kept private over the course of the semester, shared only with the instructor, and a small group of peers. If discussing the 488 placement, student, school, and mentor teacher names will all be pseudonyms. Please post your blog address in the Resource folder on our Collab site.

Due Date: on-going

Grading Criteria: See Appendix C for more details and the evaluation rubric

4. Critical Pedagogy Exploratory (10%)

These exploratories provide students with the opportunity to explore critical English methods pedagogy. Facilitators will “problematize” English methods as a way to step “outside the box” of traditional practices. To promote this process, partners will collaborate to review a current, innovative methods text for the class and demonstrate application of something in it that challenges class members to move beyond their comfort zone through the construction and implementation of a lesson plan.

Due Date: Each group will sign up for a specific presentation date between 1/30/14 and 2/13/14

Grading Criteria: See Appendix D for more details and the evaluation rubric

5. Hot Topics Research Project (10%)

Each student will be assigned to a team investigating one of four “hot topics” in English language arts instruction: Vocabulary, digital literacy, multi-modal literacy, and grading. Each team will conduct research on their topic, creating a multi-genre presentation of their findings.

Due Date: Each group will sign up for a specific presentation date between 3/25/14 and 4/10/14

Grading Criteria: See Appendix E for more details and the evaluation rubric

6. Concept-based Unit Plan (25%)

The purpose of this unit project is to demonstrate understanding of the “unit” concept and competence in the design, articulation, and assessment of a cohesive sequence of lesson plans that combine to make up a defensible unit of instruction. It will be developed using “backward design,” the curriculum planning model adopted by Albemarle County to support its “Framework for Quality Learning” initiative; it is a model widely considered most effective for designing focused, essential learning. You will construct a 2-week plan for the introductory weeks of a

school year and a 3-week concept-based unit plan to follow. There will be instructions and due dates for the individual steps in its construction and a packet will be provided that details this project.

Due Date: Final Draft: 4/17/14

Grading Criteria: See Appendix F for more details and the evaluation rubric

7. Reflective Teaching Portfolio (25%)

This course uses an overarching portfolio instructional design to model this design in practice for potential use in the secondary English classroom. You will *collect* all your course work as well as significant artifacts from your 4882 experience, readings, and extracurricular activities. At four points in the semester, you will be asked to *select* meaningful texts and/or artifacts for inclusion in your portfolio. At those times, you will *reflect* on your selections. At the end of the course, you will be assigned to create and *publish* a reflective piece that illustrates your development as a pre-service teacher over the course of the semester. We will use PebblePad, an e-portfolio platform, at all steps of the portfolio process: *Collect, Select, Reflect, and Publish*. This portfolio will be continued and revised in the following semester during your Teaching Associateship semester with the goal of creating a professional teaching portfolio for use during a job search.

Due Dates: 2/13/14, 3/6/14, 4/10/14, 4/29/14

Grading Criteria: See Appendix G for more details and the evaluation rubric

University Email Policy

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/lnecc.html>.

Week	Dates	Instructional Design Focus	Topics	Readings	Assignments
1	1/14, 1/16	Reading/ Writing Workshop	Introduction to Critical Pedagogy and 21 st Century ELA	<ul style="list-style-type: none"> ▪ <i>An Unquiet Pedagogy</i> ▪ <i>Image Grammar</i> ▪ This American Life, Episode 474 	<ul style="list-style-type: none"> ▪ Blog #1
2	1/21, 1/23		Classroom Communities/ Diversity in the Classroom	<ul style="list-style-type: none"> ▪ <i>When Kids Can't Read</i>, 14 ▪ "Getting kids to like each other and work together," Steineke, 2 	<ul style="list-style-type: none"> ▪ Blog #2 ▪ The Unit Preface, Part A ▪ Student Interest Inventory
3	1/28, 1/30	Literature Circles	Curriculum Mapping/ Strands of ELA	<ul style="list-style-type: none"> ▪ <i>So What do They Really Know</i> ▪ <i>Bridging English</i>, Unit planning, pp. 465- 470 	<ul style="list-style-type: none"> ▪ Blog #3 ▪ Critical pedagogy presentation #1 & #2
4	2/4, 2/6		Backwards Design and Concept-Based Units in ELA	<ul style="list-style-type: none"> ▪ <i>So What do They Really Know</i> ▪ <i>Less is More</i> 	<ul style="list-style-type: none"> ▪ Blog #4 ▪ Critical pedagogy presentation #3 & #4
5	2/11, 2/13		"Structuring & Assessing Integrated Projects," Claggett, 4	<ul style="list-style-type: none"> ▪ <i>Less is More</i> 	<ul style="list-style-type: none"> ▪ Blog #5 ▪ Critical pedagogy presentation #5 & #6 ▪ The Unit Preface, Part B ▪ Portfolio Selection/Reflection #1
6	2/18, 2/20	Discussion	Purposeful Selection of Texts/ Designing instruction for Strategic Reading	<ul style="list-style-type: none"> ▪ "Focusing the Reader," from <i>Deeper Reading</i>, pp.38-50, Gallagher ▪ <i>Strategic Reading</i>, 3-4 	<ul style="list-style-type: none"> ▪ Blog #6 ▪ Introductory week lesson plans
7	2/25, 2/27		"Assigning & Assessing Reading," Claggett, 2	<ul style="list-style-type: none"> ▪ <i>Write Like This</i>, 1 + assigned chapter 	<ul style="list-style-type: none"> ▪ Blog #7 ▪ Vocabulary instruction research group presentation ▪ Reading experience lessons
8	3/4, 3/6		Writing Instruction & Assessment	<ul style="list-style-type: none"> ▪ <i>Because Digital Writing Matters</i>, 4 	<ul style="list-style-type: none"> ▪ Blog #8 ▪ Grammar research group presentation ▪ Lesson plan ▪ Portfolio Selection/Reflection #2
9	3/18, 3/20	Inquiry	Student Talk	<ul style="list-style-type: none"> ▪ <i>Talking in Class</i>, 6-8 ▪ <i>Bridging English</i> 	<ul style="list-style-type: none"> ▪ Blog #9 ▪ Digital writing research group presentation ▪ Lesson plan
10	3/25, 3/27		Assessment of Student Work/ Rubrics/Grading	<ul style="list-style-type: none"> ▪ <i>Bridging English</i> 	<ul style="list-style-type: none"> ▪ Blog #10 ▪ Lesson Plan
11	4/1, 4/3				<ul style="list-style-type: none"> ▪ Blog #11 ▪ Multi-modal literacy research group presentation
12	4/8, 4/10				<ul style="list-style-type: none"> ▪ Blog #12 ▪ Grading research group presentation ▪ Assessment Plan ▪ Portfolio Selection/Reflection #3
13	4/15, 4/17	Project-Based	Differentiation/ Homework	<ul style="list-style-type: none"> ▪ "HW and Responsibilities," Fisher & Frey ▪ "Questioning HW," Hass ▪ "HW as Social Networking," Kitsis ▪ "Involving Students," Nelms ▪ "HW on HW," Sallee & Rigler 	<ul style="list-style-type: none"> ▪ Blog #13 ▪ Concept-based unit plan
14	4/22, 4/24		Professionalism in the Field of ELA	<ul style="list-style-type: none"> ▪ <i>English Journal</i> 	<ul style="list-style-type: none"> ▪ Blog #14
15	4/29		Presentations of portfolios/ Reflection		<ul style="list-style-type: none"> ▪ Final Portfolio
Exam					

