EDUC3010/7659: Teaching English in the Secondary School
Spring 2013
Monday, 5:30-9:30 p.m.
3 credits
Wiley 137

Instructor: Bonnie J. Richardson
Email: brichardson@nsd131.org
Phone: 208.989.0546

Course Description

This course introduces pre-service teachers to the fundamentals of theory and practice necessary to teach language arts to secondary students. Research-based best practices of teaching grammar, writing, and literature will be emphasized. Students will write and teach lesson plans. Students are required to complete a 20-hour field experience.

Required Textbooks

One novel—to be determined.

Suggested Reading and Supplementary Resources

Common Core State Standards for English Language Arts. Common Core State Standards Initiative, 2011. Web. 4 March 2012. (Print copy provided.)

Harmon, William. A Handbook to Literature. 12th ed. Upper Saddle River, NJ: Prentice Hall, 2011. Print. (Earlier editions are also recommended in place of the 12th.)

Jago, Carol. *With Rigor for All: Teaching the Classics to Contemporary Students.* Portsmouth, NH: Heinemann, 2000. Print.

Marzano, Robert J., et al. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.* Alexandria, VA: ASCD, 2001. Print.

MLA Handbook for Writers of Research Papers. 7th ed. New York: The Modern Language Association of America, 2009. Print.

O'Connor, Ken. *A Repair Kit for Grading: 15 Fixes for Broken Grades.* Boston: Pearson Education, Inc., 2011. Print.

The Purdue OWL. Purdue U Writing Lab, 2010. Web. 4 March 2012.

Smith, Michael W. and Jeffrey D. Wilhelm. *Getting It Right: Fresh Approaches to Teaching Grammar, Usage, and Correctness.* New York: Scholastic Inc., 2007. Print.

Teaching and Learning Activities

Small Group Discussion	Hands-on Activities
Cooperative Learning	Peer- and Self-Evaluation
Classroom Scenarios	Field Experience/Practicum

Course Standards and Scoring Rubrics

The following course standards have been designed specifically for this class and cross-referenced to the Idaho Core Teacher Standards:

TE.01: Understands human development (intellectual, social, personal) and plans accordingly. (ICTS 2)
4. Able to express and adapt instruction for groups and individuals according to levels of maturation in growth in writing, language acquisition, and the understanding of literary concepts.
3. Able to express and plan group instruction that reflects an understanding of the role of maturation in growth in writing, language acquisition, and the understanding of literary concepts.
2. Consistently plans appropriate instruction for the expected maturation of a given grade level.
1. May plan instruction that is inappropriate for the expected maturation of a given grade level.

TE.02: Adapts instruction for individual and group needs. (ICTS 3)
4. Anticipates and adjusts instruction according to individual and group needs.
3. Creates instruction that is appropriate for a variety of individual and group needs.
2. Plans instruction that is varied for typical group needs.
1. Simplistic preparation for basic differences in instructional needs.

TE.03: Uses multiple instructional strategies to promote student learning. (ICTS 4)
4. Demonstrates an in-depth ability to consistently use a wide range of effective instructional strategies that result in student engagement in creative and critical discussion, interpretation, and evaluation of ideas.
3. Demonstrates an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills.
2. Uses a variety of language activities and teaching approaches, with little thought to student learning.
1. Provides little variety in language activities or teaching approaches.

TE.04: Maintains a portfolio of classroom motivation and management strategies. (ICTS 5)
4. Seeks out and develops a portfolio of strategies to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for individuals and groups.
3. Maintains a portfolio of strategies to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for individuals and groups.
2. Lists strategies to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for individuals and groups.
1. Lists strategies to create a positive learning environment with a singular focus, such as social interaction (behavior).

TE.05: Demonstrates English language arts skills and processes. (ICTS 6)
4. Chooses communication techniques that enrich inquiry, collaboration, and supportive interaction in and beyond the classroom; communication is controlled and enhanced through mastery of the English language arts.
3. Uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom; communication is clear and correct according to standard edited English.
2. Uses a limited number of communication techniques to inform others; communication is clear and reflects most conventions of standard edited English.
1. Uses a limited number of communication techniques; communication may not be clear or may not follow the conventions of standard edited English.

TE.06: Plans and prepares appropriate instruction, based on Common Core State Standards. (ICTS 7)
4. Plans and prepares cohesive instruction, which reflects a strong knowledge of the English language arts, students, community, and Common Core State Standards.
3. Plans and prepares appropriate instruction, which reflects knowledge of the English language arts, students, community, and Common Core State Standards.
2. Plans and prepares instruction, which reflects knowledge of the English language arts and Common Core State Standards, may lack thorough understanding of students or community.
1. Provides instruction, which may lack preparation, that does not demonstrate knowledge of the English language arts or Common Core State Standards.

TE.07: Uses formative and summative assessments to shape and evaluate learning. (ICTS 8)

4. Writes or selects high-quality standards-based summative assessments from a wide range of strategies (e.g. portfolios, projects, writing applications, tests, performances) in order to best assess students' understanding/performance in a variety of educational tasks; formative assessments inform and shape instructional choices previous to summative evaluation.
3. Writes or selects standards-based summative assessments that are appropriate to the task and measure students' understanding/performance; provides appropriate formative assessments and responds previous to summative evaluation.
2. Writes or selects standards-based summative and formative assessments of varied quality, connection, or applicability to instruction.
1. Summative assessment may have little relevance to standards, may not be preceded by formative assessment, and/or may be inappropriate for the task or student.

TE.08: Reflects on own teaching and the teaching of others. (ICTS 9)

4. Reflects deeply and pursues various avenues of professional inquiry to learn and grow as a teaching professional.
3. Reflects deeply, connecting to class content and previous experience, to enrich the practicum experience, learn from observing the teaching of others, and improve upon own teaching episodes.
2. Reflects upon the practicum experience, the teaching of others, and own teaching episodes.
1. Chronicles or lists events from the practicum experience, the teaching of others, and own teaching episodes.

TE.09: Demonstrates professional commitment and responsibility. (ICTS 9)

4. Attends all classes on time, thoroughly prepares to discuss and submit assigned material, and enriches class discussion and depth of instructional activities.
3. Attends all classes on time (in extenuating circumstances may miss one with advanced notice), prepares to discuss and submit assigned material, and actively participates in class discussions and activities.
2. Misses a class without advanced notice, occasionally unprepared, an assignment is submitted late, or lackluster participation.
1. Misses more than one class, often unprepared, late assignments, negative or little participation.

TE.10: Collaborates with others to plan quality, relevant instruction. (ICTS 6 and 10)

4. Utilizes own strengths and looks to the strengths of others to improve own weaknesses; seeks out the input of others; without taking control, ensures that task is managed in a way that honors participants and time restraints; respectful and honest in communication; and works to create a quality end product beyond own abilities.
3. Acknowledges own strengths and weaknesses, thoughtfully considers the input of others, helps to manage the task, completes own tasks on time, respectful and honest in communication, and works to create a unified end product.
2. Does not consider strengths, weaknesses, and/or the input of others; may let others make decisions and assign tasks; may not complete own tasks on time; may not honestly or respectfully communicate; and may give little thought to the end product.
1. Takes complete control or does not actively participate; dishonest or disrespectful; and/or end product is not quality or relevant.

Major Assignments

Practicum (observation and teaching episode)

Students will complete their classroom observation and teaching episode in a middle school or high school classroom hours documented in the TK20 system by the last class. These are the essentials of the practicum:
   ✓ 20 hours in the classroom

✓ Lesson planning with your cooperating teacher for six lessons
✓ Shadow-teach/team teach six lessons (20-30 min.)
✓ Include a writing assignment, which you assess
✓ Keep a reflection journal for each day of observation/instruction

Once students have been placed with cooperating teachers, they should meet with the teachers prior to observation to discuss classroom and instructor expectations for the practicum.

Reflection Journal (TE.08)

During the practicum experience, students will reflect following observation/instruction daily, in journal form, to be shared with classmates as well as the instructor. Students will want to jot down some initial notes during the practicum, but journals should be printed off (typed, MLA style) each week to hand in rather than be kept in a spiral bound notebook. Students need to keep the overall focus of the journal from the perspective of prospective language arts teachers. They may choose to discuss points of interest, express the relevance of activities in relation to current classroom curricula and practice, reflect on their own past experiences (this time as secondary students), ask relevant questions on confusing concepts, and/or use the topics raised in class as a springboard to further informal research on related topics.

Presentation on Instructional Strategy (TE.05)

Students will research, create an easy-to-read handout, and present a research-proven instructional strategy as it relates to the English language arts. Consult and document a minimum of three sources. Handouts will include research findings, points to remember, English language arts examples of the strategy, and Works Cited information (MLA format). Handouts should be no more than one-page, front and back. Provide copies for each student and the instructor. Presentations will be 15-20 minutes in length and do not necessarily have to follow a lecture format (although they may). Students will not present and teach their mini-lessons during the same class period.

Mini-Lesson Teaching Episode (TE.03, TE.06, TE.07)

Students will use these opportunities to put into practice methods and strategies modeled and/or discussed during the previous week's class, focusing on designing and executing a variety of engaging lessons. For example, after observing and discussing strategies for teaching to Reading Standards for Literature in week two, students will teach their own mini-lessons involving strategies for teaching to Reading Standards for Literature in week three. Students will begin mini-lesson teaching episodes on week two (week two strategies are wild card) and each week following, up through the seventh class. Mini-lessons require the following:
- A typed NNU lesson plan
- 15-20 minutes in length (you will be stopped at 20 minutes)
- A formative or summative assessment over the standard(s) taught/reviewed

Each student will write and turn in a lesson plan each week; however, only three students will teach their lessons to our class. These lesson plans will make of 5 of the required 10 lesson plans for the course.

Collaborative Unit of Instruction (TE.10)

While a successful teacher must be independently well-versed in the myriad of instructional choices to be made, he or she must also be able to work with and, with hope, thrive in

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professional learning communities, teams, departments, and/or in other types of collaboration. To that end, you and at least one other classmate will collaboratively design a unit of instruction:

1. Choose a novel upon which to base a 10-12 day unit (equals 5ish weeks) for block class periods (90 minutes each period).
2. Choose appropriate standards to teach and assess.
3. Plan your summative assessments and work backwards to create your formative assessments.
4. Complete lesson plans and instructional materials for each day in the unit.
5. In teaching, things happen. Be prepared to alter your unit plan and to monitor and adjust as you receive more information.
6. You will be given 20 minutes each class to collaborate. Time management, division of tasks, and an awareness of your strengths and weaknesses are important to smooth collaboration.
7. The unit of instruction is due Week 6.
8. The unit adaptation is due Week 7 (TE.01, TE.02).

The lesson plans each individual writes for this unit will make up 5 of the required 10 lesson plans for the course.

Portfolio (TE.04)

Organization often determines how useful our learning is in the future. You will decide upon an organization system that is most effective and efficient for you. Consider all of the possibilities (files, binders, labels, digital, accordion, etc.) and establish your portfolio right away. Organize it in a meaningful way. Collect articles, examples, and assignments from this class, and seek out other professional sources and resources in order to develop it. You must have at least one section dedicated to classroom motivation and management strategies. This portfolio will be reviewed periodically and assessed Week 7.

Final Exam (TE.09)

The final exam will be an in-class employment seminar.

Grading Scale

4=A=100%	3=B=85%	2=C=75%	1=D=65%

94-100% = A	88-89% = B+	78-79% = C+
90-93% = A-	84-87% = B	74-77% = C
	80-83% = B-	70-73% = C-

Academic Integrity

Northwest Nazarene University seeks to establish academic integrity within the university community. NNU has identified unacceptable practices including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an examination, having someone else take an exam for you (in class or take-home), submitting as your own another person's work, rescheduling an exam relying on a false excuse;
2. Plagiarizing, i.e. presenting as your own the words or ideas of another person, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, relying on a similar order of sentences while altering a few words or word order;

3. Submitting the same work for more than one course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Signing a roll sheet for another student who is not in class;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done (dry labbing), or falsifying citations in research reports;
7. Denying other students access to academic information whether in the classroom, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Stealing problem solutions from a professor or computer file;
10. Falsely reporting completion of reading assignments.

Students who either witness or have knowledge of violations are responsible for informing the instructor or appropriate University personnel. At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate academic school and the Vice President for Academic Affairs. Violations may also lead to further disciplinary action.

Copyright Statement

Northwest Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Access and use of course materials is restricted to enrolled students for the duration of the course. Any use or distribution of those materials outside the class may violate the law. For additional information on copyright policies see: http://www.nnu.edu/copyright.

Compliance with ADA

Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, must follow the NNU Disability Services Policies and Procedures as put forth by the office of Academic Advising. Any student may review a copy of these policies and procedures on the NNU website at: www.nnu.edu/academics/academic-advising/disability-services/policies-procedures/. Call 208-467-8463 or email (disabilityservices@nnu.edu) for further information.

Conceptual Knowledge Base and Framework for Teaching

All effective programs should be driven by a conceptual framework that is supported be a knowledge base of research and practice. The Critical Social Model drives NNU's teacher preparation programs. The various components of this model are:

1. Citizenship/Democratic Society – Graduates of education programs will promote democratic values, facilitate equal voice and equal access for all students and parents, examine and challenge social inequities in schools and communities, and formulate responses to local and global issues in education.

2. Liberal Arts/Continuing Learning – Graduates of education programs will value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They will be effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice.

3. Professional Knowledge and Skills – Through a learner-centered approach, graduates of education programs will apply theories, strategies, and research in teaching and learning to challenge, interest,

accommodate, and assess a diverse student population. They will relate to students and families in a manner that stimulates learning and creates a positive, productive environment. They will use reflection to improve teaching and learning.

4. Role of Schooling – Graduates of education programs will demonstrate understanding of the historical and philosophical purposes of schools and a range of legal and societal influences. They will use their knowledge to make decisions about their teaching and work to improve school conditions and educational opportunities for all.

University Outcomes

This course encourages growth and development toward the University Outcomes in the following ways:

Transformation—We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.

Truth—We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

Community—We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.

The Mission of Northwest Nazarene University is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world.

Service—We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

Course Calendar

	Topics	For next time...
Week One 3/4	Getting Started ▪ Introductions ▪ Gaining Perspective ▪ Syllabus ▪ Our Truth ▪ Common Core State Standards ▪ Assessment ▪ Unit Planning ▪ Collaboration: choose novel, standards	▪ Practicum and journal ▪ Wild Card mini-lesson (all will complete, 3 will teach) ▪ Portfolio—establish organization ▪ Collaboration: purchase, read, note ▪ Presentation:_____

Week Two 3/11	Reading Literature • Presentation: Cooperative Learning • Mini-lesson: Wild Card • Collaboration: calendar, divide tasks	• Practicum and journal • Reading Literature mini-lesson (all complete, 3 teach) • Collaboration: • Presentation:_____
Week Three 3/18	Writing • Presentation: Summarizing • Mini-lesson: Reading Literature • Collaboration:	• Practicum and journal • Writing mini-lesson (all complete, 3 teach) • Collaboration: • Presentation:_____
Week Four 4/8	Speaking and Listening • Presentation: Notetaking (>2 forms) • Mini-lesson: Writing • Collaboration:	• Practicum and journal • Speaking and Listening mini-lesson (all complete, 3 teach) • Collaboration: • Presentation:_____
Week Five 4/15	Language • Presentation: Similarities and Differences • Mini-lesson: Speaking and Listening • Collaboration:	• Practicum and journal • Language mini-lesson (all complete, 3 teach) • Collaboration: complete unit • Presentation:_____
Week Six 4/22	Reading Informational Text • Presentation: Cues and Advanced Organizers • Mini-lesson: Language • Collaboration: Unit is Due, Adapt	• Practicum and journal—finalized • Collaboration: Adaptation • Portfolio—finalized • Presentation:_____
Week Seven 4/29	Beyond Curriculum • Presentation: Reinforcing Effort and Providing Recognition • Collaboration: Adaptation is Due • Portfolio Review and Assessment • Final—Employment Seminar • Summative scoring and reflection	