ENGL 471/571: Methods of Teaching Secondary English

Prof. L. Jones

Office hours: Tuesday 2-4:00 Dickson 459

Fall 2014

Welcome to Methods! My goal for this course is to create opportunities for you to investigate and question what it means to be a highly effective and engaging English teacher, and to carve out your identity and philosophy within the profession. We will explore the requirements and expectations teachers face in today’s English classroom, talk about how to teach language, writing, reading, and a range of literary genres. The course will challenge you to think about how to generate purposeful classroom discussion, promote critical thinking, prepare students for their academic futures, and manage the pressures of state and district requirements. Ultimately, we will see that being an effective teacher is a balancing act: while it demands organization and attention to detail, it also relies on imagination, risk-taking, and breadth. My hope is that you will think of this class as an arena in which to work out your own balancing act, to think critically and ambitiously about your professional self. You will walk away at the end of the semester with an expanded repertoire of strategies and lesson ideas as well as a clearly articulated and student-centered philosophy of teaching. I expect that you will arrive each day with an open mind, a willingness to share and listen, and a respect for others. I will do the same. I look forward to our semester together!

*Knowledge makes a man unfit to be a slave.*  
-Frederick Douglass

**Course goals**

1. Draw upon a strong **knowledge of literature, writing and language** to plan lessons for middle and high school students.
2. **Involve and engage students** in literature, writing and language and give them responsibility for their own learning.
3. Plan units and lessons around **clear and ambitious learning goals**.
4. Practice and use a **wide variety of reading and composing strategies**.
5. Incorporate **interdisciplinary approaches** and appeal to **multiple intelligences** in lessons.
6. Make literature, writing, and language **relevant and meaningful** to students.
7. Promote **critical thinking**, problem solving and metacognition.
8. Use **democratic practices** to meet the needs of diverse students.
9. Design formative and summative **assessments** that inform instruction and measure student progress toward stated learning goals.

**Materials**

* Burke, J. (2008). *The English Teacher’s Companion*. Portsmouth, NH: Heinemann. 4th edition.\*
* Douglass, Frederick. *Narrative of the Life of Frederick Douglass: An American Slave*. Recommended: Norton Critical Edition, but any full edition will do.
* Access to the class Canvas page

*\*Must be the fourth edition!*

**Course policies**

**My expectations** are high! This is a four-credit, senior/graduate level course, a capstone, and your last stop before student teaching. The workload, grading, and tone of class meetings will reflect that.

**Absences**: Absences should be exceedingly rare and only in case of emergency or illness. If you miss class, please contact a classmate (not me) to find out what you missed. In order to earn credit for the day’s homework, you should post it online or send it with a classmate *before* the class you will miss; otherwise, it will not be accepted. Each absence affects your participation grade; if you have more than two absences, your final grade may additionally reflect a loss of one half a letter grade for each absence over two. If there are severe circumstances, such as a prolonged illness or another serious situation, please let me know as soon as possible so we can negotiate the situation with the Dean of Students.

**Disability policy**: If you have a disability that may affect your performance in the class, I will gladly make appropriate accommodations to support your learning. You have the right to reasonable accommodations, but you also have the responsibility to register with the campus Disability Resource Center and to notify me of your needs.

**Help!** If you find yourself frustrated, confused, overwhelmed, or otherwise struggling in the class, I am happy to help you. You can come to my office hours or arrange an appointment in person or via email. It is my job and my pleasure to help you learn, but it’s your responsibility to seek help when and if you encounter difficulty.

**Make up and late work:** In-class work and participation grades cannot be made up and late homework will not be accepted. If, due to extenuating circumstances that you can document, you anticipate needing an extension on any major assignment, you must make the request *in advance* of the due date.

**Promptness**: Arriving late is a distraction to the class and to me, and causes you to miss important information. Although it inevitably happens, it should be a rare occurrence. If you arrive more than 15 minutes late more than once, you may be counted absent for the day (see “attendance” above).

**Reading:** Assigned readings are essential to your success in class, on homework, and on assignments; I will expect you to use the language and concepts from the reading in your lesson studies, unit plan, and other work, so it will be next to impossible to “fake it.” Please budget your time in such a way that you are able to carefully complete assigned reading and homework.

**Technology**: There will be times when we may use smartphones, tablets or laptops for in-class tasks, but outside of those times, your phone should be invisible and silent during class. You may use a tablet or laptop for note taking or in-class work, but I expect you to diligently avoid distracting uses of that technology. Misuse of technology during class will result in deductions from your participation grade.

**Grading and assignments**

*Those who aim for A’s don’t get as many A’s as those who abandon the quest for A’s and seek knowledge.*

–Sonya Huber

You will find detailed descriptions of all assignments on Canvas.

**20% Homework and participation**:

**Participation** includes in-class warm ups (collected twice during the semester) and other work as well as your engagement in discussion and group work. Absences, lack of engagement, incomplete or low quality work, and distracted/distracting behaviors (i.e. texting during class) will adversely affect this grade. In-class work cannot be made up in the event of absence.

**Homework** will include a variety of assignments designed to prepare you to get the most out of our class meeting. Unless otherwise specified, homework must be posted on Canvas **before** the beginning of class on the day it is due. No late homework will be accepted.

**Pecha kucha talk (graduate students only)**: is a presentation consisting of 20 slides for 20 seconds each with narration on the researched topic of your choice. Please see assignment sheet for details. This will count for half of your homework and participation grade (10% of your overall grade).

**25% Lesson study:** In teams of 4 or 5, you will plan and teach a lesson in the First Year Writing Studio while your classmates observe. Afterwards, we will discuss and critique the lesson. Your grade will be based on the lesson itself as well as two thoughtful written and discussion-based critiques of your classmates’ lessons. Please see assignment sheet for details.

**25% Lesson plans**: As you learn and develop various pedagogical skills, you will practice applying them by writing detailed lesson plans. You will turn in 3 out of 4 assigned LPs.

**30**% **Unit plan**: Throughout the second half of the semester, you’ll be researching and writing a standards-aligned, detailed unit plan revolving around a selection from *Narrative of the Life of Frederick Douglass*—the full text or an excerpt thereof. Many of your assignments throughout the semester are intended to be drafts of parts of the unit plan.

**Weekly Schedule**

\*This schedule is subject to change.

Daily readings, homework, and assignment descriptions can be found on Canvas.

Warm ups will focus on conventions and grammar, using strategies from various sources including Kilgallon’s *Sentence Composing for High School,* Beck’s *Bringing Words to Life* and Beer’s “syntax surgery” from *When Kids Can’t Read, What Teachers Can Do*.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic |  | Reading |
| Week 1 | Introduction to the class |  | Watch clip from Ms. Mosier’s class  Cushman, Kathleen. Excerpt from *Fires in the Bathroom* |
| ***Unit 1: The Dynamics of the English Classroom*** | |  |  |
| Week 2 | Engagement and management  \*Sign up for Pecha Kucha date & topic |  | Burke, Chapter 2  Atwell, Nancie. “Making the Most of Adolescence” from *In the Middle* |
| Week 3 | Goal Setting and Assessment  \*Finish *Narrative of the Life of Frederick Douglass* |  | Excerpts from *Understanding by Design*  CCSS for your grade level |
| Week 4 | Instructional approaches & lesson planning:  \*Draft of unit plan goals and assessment plan due  \*Lesson study learning goal to Prof. Field  \*Pecha Kucha I |  | Burke, Ch. 3  Teach For America. *Lesson Planning: Part I: Standard Lesson Structure* |
| ***Unit 2: Writing, Vocabulary and Rhetoric*** | |  |  |
| Week 5 | Vocabulary instruction: Why it matters; Robust Vocabulary Instruction  \*LP 1 due  \*Pecha Kucha II |  | Beck, Isabel. “Developing Vocabuarly in the Later Grades” from *Bringing Words to Life* |
| Week 6 | Writing instruction: Rhetorical awareness; Generating ideas  \*Pecha Kucha III  \*Lesson study G1 (G 3, 4 observe)  \*UP Rationale: unit topic or theme. |  | Burke, Chapter 4  Carbone, Paula. “Aristotle in the Classroom” |
| Week 7 | Writing instruction: Academic argument  \*Lesson study G2 (G 4, 5 observe)  \*Vocab list and activities for *NLFD* due |  | Kittle, Penny. “The Opportunities in a Writing Workshop” from *Write Beside Them*  Graff and Birkenstein, “Introduction” from *They Say/I Say: The Moves that Matter in Academic Writing* |
| Week 8 | Writing instruction: Inspiring and guiding revision  \*LP2 due  \*Warm ups due |  | Sommers, Nancy. “Responding to Student Writing” from *College Composition and Communication*  Haswell, Richard H. “Minimal Marking” from *College English* 45 |
| Week 9 | Writing instruction: Conventions and evaluation  \*Pecha Kucha IV  \*UP Rationale: writing strategies due |  | Atwell, “Conferences about Conventions” from *In the Middle*  6+1 Traits of Writing rubric  Sample student essays |
| **Unit 3: Reading and literature instruction** | |  |  |
| Week 10 | Reading instruction: Guided reading  \*Pecha Kucha V  \*Lesson study G3 (G 1, 5 observe)  \*LP3 due |  | Burke, Chapter 5  Wolf, Maryanne. Excerpt from *Proust and the Squid*  Atwell, “Taking off the Top of my Head” from *In the Middle* |
| Week 11 | Reading instruction: Leveraging in-class oral reading  \*Lesson study G4 (G 1, 2 observe) |  | Lemov, Doug. “Reading Comprehension” from *Teach Like a Champion*  Tovani, Cris. “Setting the Scene” from *I Read it, but I Don’t Get it* |
| Week 12 | Reading instruction: Close reading  \*Guided reading plan due |  | Rosenwasser and Stephen. “Reading Analytically” from *Writing Analytically*  SOAPSTONE method |
| Week 13 | Reading instruction: Media Literacy  \*Pecha Kucha VI  \*UP Rationale: reading strategies due  THANKSGIVING |  | Center for Media Literacy, “Introduction to Media Literacy”  Longaker, Mark. “Kairos and the Rhetorical Situation” from *Rhetorical Analysis* |
| Week 14 | Flex week – TBA  \*Lesson study G5 (G 2, 3 observe)  \*LP 4 due |  | TBD |
| Week 15 | Unit plan workshop  \*Warm ups due |  | N/A |
| ***Unit plan due TUESDAY, DEC 16th by 5:00 pm*** | |  |  |