

SCED 4501
Secondary English Pedagogy I
Spring 2008 • Tuesdays 5:30-8:45 • University Hall 326
Department of Teacher Education, Augusta State University

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TEXTS:

Meeks, L. L., & Austin, C. J. (2003). *Literacy in the secondary English classroom: strategies for teaching the way kids learn*. Boston: Allyn and Bacon.
LiveText membership

COURSE DESCRIPTION: As prospective English teachers, you already know a great deal about literature, about writing, and about general issues of teaching and learning. Research seems to indicate that what you know from your own classroom experiences has the greatest influence on the kind of teacher you will become. Many of you already have some strong ideas about what a successful classroom should be. This class will help you to discover/explore the ideas you already have and also expose you to new ideas— mine, your classmates', and those of authors we read. I am excited about the possibilities for rich exchanges of ideas.

This course has two primary purposes: (1) to provide an opportunity to articulate your vision of yourself as an English teacher and the implications of that vision, and (2) to engage you in developing an understanding of language arts philosophies and best practices in the secondary school. We will explore instructional theories and practices that will help you to enact that vision.

This course will take theory into account and is predicated on the assumption that all teaching is based on theory—that *practice reveals theory*. English teachers reveal what they believe about the way language is best learned and the way knowledge is best constructed by the things they choose to do and choose to have students do. Areas of reading, writing, speaking, and listening as the context for skill development in students will be addressed. Instructional strategies for planning and implementation through assessment will be examined, with adolescent student needs as the locus of instructional decisions. Strategies to address special needs students and the diverse needs of all learners will be explored.

COGNITIVE/PERFORMANCE DOMAIN GOALS:

1. Show understanding of subject area discipline and use subject matter to foster meaningful learning.
2. Provide developmentally appropriate instruction.
3. Develop learners' creative thinking, problem solving, and performance skills.
4. Demonstrate an understanding of student motivation to create an environment with positive social interaction, engagement in learning, and self-motivation.

General COURSE OBJECTIVES:

1. Students will engage in intellectual activity within a community of learners (IRA/NCTE 2, 11)
2. Students will examine instructional strategies for teaching literature in a way that encourages critical and creative thinking. (IRA/NCTE 1, 2, 3)
3. Students will understand varied purposes for reading and approaches to instructing

- secondary students in reading strategies appropriate to these purposes. (IRA/NCTE 2, 3, 12)
4. Students will examine instructional strategies for teaching composition in a way that encourages students to write, self-assess their own and others' writing, and use feedback as a means for improving writing. (IRA/NCTE 4, 5, 6, 12)
 5. Students will design individual lessons, lesson sequences, and thematic units that incorporate consideration of student diversity. (IRA/NCTE 7, 10)
 6. Students will engage in student awareness of constructivist, transformative, and other progressive, student-centered pedagogies. (IRA/NCTE 1, 2)
 7. Students will examine language arts as an integrated concept, embracing multiple literacies (IRA/NCTE 2, 5)
 8. Students will research various philosophies/practices related to the instruction of language arts. (IRA/NCTE 1)
 9. Students will become aware of culturally relevant pedagogy as it applies to literacy learning. (IRA/NCTE 1,7,11)
 10. Students will examine planning and implementation strategies (IRA/NCTE 3)
 11. Students will develop and use various authentic assessments (IRA/ NCTE 3)

NATIONAL STANDARDS:

This course addresses the IRA/NCTE Standards for the English Language Arts (<http://www.readwritethink.org/standards/index.html>)

STATE STANDARDS:

To view Georgia Department of Education, English Language Arts Standards, go to <http://www.georgiastandards.org/english.aspx> .

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

Students will

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups.

According to the attendance policy in the Augusta State University Catalog, "A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors." This policy also addresses multiple absences: "If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences." Tardies and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor's discretion. Please keep all pagers and cell phones OFF during class time. The use of personal computers during class time is prohibited. However, at certain times the instructor may allow personal computer use if she deems its use necessary for completion of task assigned by said instructor.

ACADEMIC HONESTY: "In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members" (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc., taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

EVALUATION/GRADING:

Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. Throughout the semester, feedback on students' work will be provided. Specific guidelines for assessment of assignments will be provided and/or developed in class. In addition, reflective writing activities will provide students with opportunities for self-evaluation of their learning and growth. Submitting assignments on due dates is expected. Each assignment is due at the beginning of class on the designated due date even if you are absent or tardy. Late papers, if accepted, will be penalized 10% per day.

Grading Scale: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

COURSE REQUIREMENTS:

10% - Regular and punctual attendance, **preparedness** for and **active participation** in class, and in class assignments (CFP 2,3,6,9)

10% - Presentation of a guided reading or guided writing strategy mini-lesson with class handout (CFP 1,2,4,7) (Due Feb. 3)

10%- Mid-term (Due Feb. 3)

15% - Poetry Anthology (CFP 1-8) (Due Feb. 10)

15% - Instructional Unit Plan with a peer/small group CFP 1-8) (Due Feb. 24))

10%- Final in-class reflection (CFP 9) (Due March 3)

25%- Field Experience Assignments (Due April 21)

5%- Find, analyze, and review 5 Internet sites helpful to sec. Eng. Teachers (Due Jan. 20)

YOU ARE REQUIRED TO COMPLETE 45 HOURS OF FIELD EXPERIENCE FOR THIS COURSE. LAB BEGINS THE WEEK OF FEBRUARY 16, 2009. LAB ASSIGNMENTS AND VERIFICATION OF TIMES DUE TO ME April 21, 2009.

Students are expected to check their ASU Campus Pipeline Account daily as messages may be forwarded from your instructor. This will be especially important during lab. Students are also expected to use *LiveText* to create and submit many of their assignments throughout the semester.

ALPHABETICAL BIBLIOGRAPHY OF SUPPLEMENTAL READINGS (IN COURSE READER):

- Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy*, 49(6), 490-498.
- Burkhardt, R. M. (2003). *Writing for real : strategies for engaging adolescent writers*. Portland, Me. & Westerville, Ohio: Stenhouse Publishers; National Middle School Association.
- Carter, J. B. (2007). Transforming English with graphic novels: Moving toward our "optimus prime". *English Journal*, 97(2), 49-53.
- Gee, J. P. (2005). *The Classroom of Popular Culture* [Electronic Newsletter]. Harvard Educational Letter. Retrieved July 24, 2006, from the World Wide Web: <http://www.edletter.org/current/gee.shtml>
- Golden, J. (2007). Literature into film (and back again): Another look at an old dog. *English Journal*, 97(1), 24-30.
- Graham, G. (2002). To perform or not to perform? A question worth exploring. *English Journal*, 92(1), 80-87.
- Hett, D. M. (2002). Shakespeare is alive and well in cyberspace: An annotated bibliography. *English Journal*, 92(1), 94-97.
- Hobbs, R. (2005). What's News? *Educational Leadership*, 63(2), 58-61.
- Jacobi, T. (2007). The Zine Project: Innovation or Oxymoron. *English Journal*, 96(4), 43-49.
- Langer, J. A., Close, E., Angelis, J., & Preller, P. (2000). *Guidelines for Teaching Middle And High School Students to Read Well: Six Features of Effective Instruction*. Albany, NY: National Research Center on English Learning & Achievement.
- McCann, T. M., & Flanagan, J. M. (2002). A tempest project: Shakespeare and critical conflicts. *English Journal*, 92(1), 29-35.
- Sklar, S. M. (2002). Shall We Bury "Caesar" or Praise Him? Ideas for the Revitalization of an Old Standard. *English Journal*, 92(1), 36-40.
- Tabers-Kwak, L., & Kaufman, T. U. (2002). Shakespeare through the lens of a new age. *English Journal*, 92(1), 69-73.
- Thein, A. H., Beach, R., & Parks, D. (2007). Perspective-taking as transformative practice in teaching multicultural literature to white students. *English Journal*, 97(2), 54-60.
- Tobias, J. (2005). Looking at Literacy, *Paradigms of praxis: Media literacy in the secondary school curriculum* (pp. 3). Albuquerque: University of New Mexico.
- Tovani, C. (2005). The Power of Purposeful Reading. *Educational Leadership*, 63(2), 48-51.
- Trier, J. (2006). Teaching with media and popular culture. *Journal of Adolescent & Adult Literacy*, 49(5), 434-438.

- Trier, J. (2007). "Cool" engagements with YouTube: Part 1. *Journal of Adolescent & Adult Literacy*, 50(5), 408-411.
- Trier, J. (2007). "Cool" engagements with YouTube: Part 2. *Journal of Adolescent & Adult Literacy*, 50(7), 598-603.
- Wallowitz, L. (2004). Reading as Resistance: Gendered Messages in Literature and Media. *English Journal*, 93(3), 26-31.
- Zancanella, D. (2007). Dripping with literacy, a jazz-fueled road trip, a place to breathe. *English Journal*, 97(2), 71-78.

GUIDELINES FOR SPECIFIC COURSE REQUIREMENTS

IN-CLASS ASSIGNMENTS

On occasion students may be asked to complete “writing to learn” activities in class. They may take various forms such as tickets-out-the-door, KWL, response letters, reflections, etc. These assignments are due before the end of that particular class and cannot be made-up if a student is absent. These will be counted as part of the participation grade for this course.

POETRY ANTHOLOGY

Your anthology should have a functional cover, be well organized, and have a table of contents. Compile an anthology of ten (10) poems reflecting diverse points of view (remember the cultural eye). These poems should be ones you could teach in your secondary English class. Your anthology should include a copy of each poem and a brief statement (rationale) why each poem was selected (include a brief description of the experiential lens through which the poem was written and how that lens fits the goal of “diversity”). For 5 of the 10 choices, describe how you might use the poem in a secondary English classroom, and what you would ask your students to produce. Plan to share one of your poems and lesson plans with the class. Your lesson should teach one or more poetic element, engage the audience, and include a popular culture text to accompany the poem (this can be a magazine, newspaper, comic book, TV program, popular song, film clip, or something else). You should use the lesson plan format that will be provided for you in class. In your lesson plan, include your goal (s), GPS addressed, objectives, formative assessments, and the procedure you plan to follow.

INSTRUCTIONAL UNIT PLAN

Within a small group context, you will develop an instructional unit that you could use in teaching your secondary English class. Adapt/create five lessons to teach within the context of the unit. Lesson content should reflect the GPS for the intended grade level. Describe why and how the unit will be taught (your rationale). The literacy learning environment, student discourses, current best practices, and educational theory should be considered. A different language arts strand should be the focus of each of the five lessons. Include modifications for diverse students’ needs, assessment methods, and any handouts that will be used in the lesson. Each group member will write up and submit a formal lesson plan for the strand he/she is responsible for sharing. Your peer group will present the unit plan in class. Further information regarding this assignment will be discussed in class.

GUIDED READING/WRITING MICROTEACHING MINI-LESSON

Plan and implement either a guided reading or guided writing strategy that you could use in teaching in the secondary English classroom. You will implement the strategy in a microteaching situation with your class peers. Present the lesson as if you are the classroom teacher. Include a handout for each class member. Submit a follow-up reflection in which you analyze the effectiveness of the implementation of your teaching strategy: what worked or didn’t work, what you would change (if anything), the effectiveness of this strategy on improving student reading/writing.

FIND, ANALYZE, AND REVIEW FIVE INTERNET SITES HELPFUL TO SECONDARY ENGLISH TEACHERS (FOR PORTFOLIO)

Find at least five internet sites which you have found helpful for secondary English teachers. Include a brief written review for each one. Tell what topics are offered, what interests are addressed, if the site is easy to navigate, any special features, and a statement of the value of the site (is it a site that you and other English teachers would find valuable?). In *LiveText*, provide an active link and a short naming and describing the site. Note: Use discretion when selecting Internet sites. Check the source to see if it's reliable. Is the author a teacher in a verifiable district/college? Does the information fit with what you already know about teaching English? Share your favorites with your classmates. If you aren't familiar with these, take a look at the following:

Kathy Shrock's Guide:

<http://school.discoveryeducation.com/schrockguide/>, www.freerice.com,
www.ReadWriteThink.org, www.Tolerance.org, <http://www.pbs.org/teachers/>,
www.frankwbaker.com, <http://www.tc.umn.edu/~ryahnke/filmteach/teach1.htm>,

FIELD EXPERIENCE ASSIGNMENTS

1. Throughout the lab period, students should observe and assist in class, work with individuals or small groups of students, or the entire class.
2. **Maintain a daily journal.** Entries should include a brief reflection (not just a list) on what transpired in the classroom. Journals could also include questions, concerns, and issues generated or addressed during the lab experiences. This should be a reflective analysis, not a summary of what you did that day. This journal is due at the end of the lab experience (min. 10 entries- 2/week).
3. During your first week in lab, **write an overview** of the school, the teacher, and the students with whom you are working. Include a list of novels/major works that are taught in that grade level. This will become part of your ISL (see ISL rubric in *Secondary Education Handbook*).
4. During the first week, students should begin to learn the students' names, class procedures and routines, and participate in assisting the teacher and students. Within the first week of lab, students should explore with their teachers what English concepts are being taught during the lab period and begin to plan together at least three lessons during the last three weeks of the lab (or earlier).
5. Try to teach or co-teach a minimum of three lessons during the lab experience:
 - a. One lesson teaching a piece of literature
 - b. One lesson teaching students how to use a reading strategy
 - c. One lesson teaching writing

These lessons may be combined in any practical way that is in keeping with the lab teachers' schedule and should be structured to apply instructional approaches that have been examined in class and observed in classrooms. Students should develop written lesson plans (on approved forms) which are approved by the lab teacher at least three instructional days in advance of the lessons. Students should develop assessments that are congruent with the instructional approaches and the intended learning outcomes.

Examine the library/media center for materials that will support instruction in English

language arts. **Choose one of these lessons for your ISL. (IMPACTING STUDENT LEARNING ASSIGNMENT).** Include all five sections in LiveText, as well as a hard copy to me.