

SYLLABUS

Course title and number CUR 485, Section 1
Term (e.g., Fall 200X) Fall 2017
Meeting times and location T 4:40 – 5:30 p.m., KE 135

INSTRUCTOR INFORMATION

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TEXTBOOK AND/OR RESOURCE MATERIAL

Required Texts

- Burke, Jim. *The English Teacher's Companion*, 4th ed. Portsmouth, NH: Heinemann, 2012.
- Olson, Carol Booth. *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*, 3rd ed. New York: Pearson, 2011.
- Tomlinson, Carol Ann. *How to Differentiate Instruction in Academically Diverse Classrooms*, 3rd ed. Alexandria, VA: ASCD, 2017.
- Access to the Mississippi Language Arts Frameworks on the Internet (7th grade competencies), the Common Core State Standards (CCSS) and TaskStream

Candidates will need to subscribe to TaskStream during the methods course(s) in which these assessments are completed. If purchased through the campus bookstore, the cost is \$53 per year and can be paid with financial aid funds. If purchased directly from TaskStream, the cost is as follows: \$25 per semester, \$42 per year, \$65 for two years, \$89 for three years, and \$99 for four years.

The Delta State University College of Education assessment system utilizes TaskStream to collect data on individual candidates and to summarize and analyze data for ongoing program improvement. Each candidate is expected to purchase and use TaskStream for all assignments designated in this class. Effective Fall, 2010, candidates will receive a grade of incomplete if deadlines to upload assignments into TaskStream are not adhered to, even if a paper copy of the assignment has been submitted.

Websites:

- Virtual Library of Conceptual Units: <http://smago.coe.uga.edu/VirtualLibrary/>.
- Corwin Companion Site Chapter Resources: You will find videos and graphic organizers (handouts) that will be helpful in understanding the close reading emphasized in the CCSS. <http://www.corwin.com/rigorousreading/chapter.htm>.

Standards Documents:

- CCSSO/NGA. “Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.” Common Core State Standards Initiative, 2010. Retrieved from http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.
- IRA/NCTE. “Standards for the English Language Arts.” International Reading Association and National Council of Teachers of English, 1996. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.
- Wright, Carey M., et. al. “2016 Mississippi College and Career Readiness Standards for English Language Arts.” Mississippi Department of Education, 2016. Retrieved from: <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFramework/ELA/2016-MS-CCRS-ELA.pdf>.

Journals:

- NCTE membership with *English Journal* (NCTE publication in the library), and www.ncte.org
- Brooks, Wanda, Jonda C. McNair, and Kelly Wissman. *Language Arts*. National Council of Teachers of English. Retrieved from: <http://www.ncte.org/journals/la>.
- Gorlewski, Julie and David Gorlewski. *English Journal*. National Council of Teachers of English. Retrieved from: <http://www.ncte.org/journals/ej>.
- Kajder, Sara and Shelbie Witte. *Voices from the Middle*. National Council of Teachers of English. Retrieved from: <http://www.ncte.org/journals/vm>.

COURSE DESCRIPTION AND PREREQUISITES

CUR 485, TEACHING OF LANGUAGE ARTS IN THE SECONDARY SCHOOL. Subject matter and methods of instruction for grammar, literature, composition, and speech. Sources and uses of illustrative material and lesson planning. Includes significant, integrated field experiences focused on developing the knowledge, skill, and dispositions necessary for successful teaching. **3 CR; Prerequisites: Senior standing in Teacher Education Program or permission of instructor.**

PRAXIS II: Candidates must satisfactorily pass the English (subject area) PRAXIS II (ENG 5038) and the Principles of Teaching and Learning PRAXIS II (0524). Those who are seeking certification in Spanish education must pass PRAXIS II: World Language (test code 0195). The recommended passing score for English is 167. Those who are seeking certification in French education must pass PRAXISII: World Language (test code 0174).

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs

and services. (GP5)

National Council of Teachers of English Standards (NCTE): This course emphasizes the following NCTE standards:

2.0 Attitudes for English Language Arts: Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers (2.1, 2.2, 2.3, 2.4, 2.5, 2.6);

3.0 Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory.+

3.7 The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts;

4.0 The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice.

Mississippi Language Arts Frameworks and/or Common Core State Standards (CCSS): This course prepares students to relate lesson objectives to the Mississippi Language Arts Frameworks competencies and indicators and/or the Common Core State Standards (CCSS).

Subject Matter or Content: This is the course that allows putting content and theory together in the classroom—praxis. This course provides content and pedagogical knowledge/theory, as well as opportunities for application as candidates develop skills necessary to teach language arts in secondary school classrooms. Attention will also focus on strategies and content for diverse and ELL students. Students will read about and develop lessons that focus on the teaching of the basic components of the language arts classroom: grammar, literature, composition, and speaking. Instructional planning will culminate in the production of a thematic or focused TIAI unit. The College of Education (and state of Mississippi) also require an explanatory and reflective Teacher Work Sample (TWS) to accompany the TIAI. Candidates will develop some familiarity with the Mississippi Language Arts Frameworks or Common Core State Standards (CCSS) and incorporate them into lesson plans developed for the TIAI unit.

Student Learning Outcomes or Specific Content Objectives: At the completion of the course, each candidate will be able to accomplish the following objectives:

1. explain the nature of the various components of the English language arts curriculum, including media and technological literacy;
2. articulate theoretical ideas read in essays and relate the concepts to teaching strategies and personal experiences;
3. apply “best practices” based on theories and insights into the nature of language in planning lessons, understanding that “best practices” vary with the context;
4. write a TWS, requiring appraisal of success in teaching, to accompany the TIAI;
5. select appropriate materials for use in the secondary school curriculum;
6. select readings that represent diverse points of view;
7. develop strategies for teaching ELL students in the classroom;
8. identify a variety of successful teaching strategies for each of the components of the curriculum, including critical thinking;
9. explain why the five-paragraph essay is honed in some classes and criticized in others,
10. modify teaching strategies to match learning styles and content to address cultural diversity;
11. teach grammar as it relates to writing;
12. incorporate speech into classroom activities;
13. design strategies for vocabulary development in conjunction with reading and writing,
14. demonstrate an understanding of reading as a transactional process;
15. teach writing as a process;
16. evaluate writing holistically and analytically;
17. evaluate instruction as improvement of learning;
18. organize instruction for collaborative learning;

19. select, design, organize, and employ objectives, strategies, and materials for a five- to seven-day portfolio for teaching an integrated language arts unit (TIAI unit);
20. integrate the competencies and strands from the Mississippi Language Arts Frameworks and/or the Common Core State Standards (CCSS) into TIAI lesson plans and units;
21. teach the unit in the appropriate classroom;
22. construct a position on teaching language and relate to theories learned to provide rationale for position;
23. appraise available resources to determine whether they can contribute to teaching improvement and professional growth;
24. demonstrate classroom competence in teaching ELA standards;
25. refine skills in using technology to manage lessons, records, and personal work samples.

Technology: Candidates will use word processing to complete assignments, create PowerPoint presentations to support lessons, identify websites to support teaching, and evaluate websites for research.

Diversity: Candidates will study language arts as culturally contextualized and will be prepared for dealing with linguistic, learning, and ethnic diversity within the classroom.

Diversity Proficiencies Expected of all Candidates

1. Develop the capacity to teach within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs. (CF 1, 3; DRS 3)
2. Identify contextual factors that may influence student learning and act upon these factors in planning curriculum and instruction. (CF 2, 3, 4; DRS 2)
3. Establish classroom and school climate that reflects the belief that all students have the ability to learn. (CF 2, 3, 4; DRS 1, 2, 4)
4. Differentiate instruction and experiences based on contextual factors and diverse needs of learners (CF 2, 3, 4, 5; DRS 1,2, 4)
5. Use appropriate assessment strategies to serve the diverse needs of learners (CF 3, 4; DRS 1,2)

*CF = Delta P³ Model; DRS = Dispositions Rating Scale

GRADING POLICIES

Major Activities: Candidates will be required to complete the following assignments during the course of the semester:

1. respond to readings through online weekly discussions that connect to the self, the classroom, and to other assigned readings on teaching,
2. articulate how theories support practices and instructional decisions in an annotated bibliography,
3. demonstrate classroom teaching competency working with individuals, small groups, and the whole class (teach integrated unit to whole class),
4. reference lessons to Mississippi Language Arts Frameworks or the CCSS,
5. construct performance objectives that can be assessed,
6. create rubrics/checklists for evaluating projects and writing,
7. identify methods for informal and/or formative and formal assessments,
8. reference lessons to Depth of Knowledge (DOK) levels and Bloom's Taxonomy of cognitive development,

9. design the scaffolding for lessons that will lead to language acquisition,
10. apply strategies for working with ELL students in the classroom,
11. examine a text to determine how well it represents diverse views,
12. develop and plan a one-week (5-7 days) TIAI integrated unit for a particular group,
13. reflect on the TIAI in a Teacher Work Sample (TWS) and field experience journal,
14. evaluate one reading in the *English Journal*,
15. join the National Council of Teachers of English (NCTE),
16. read and analyze one selection in the *English journal*,
17. relate theory to practice in a philosophy centered on relationships with literature.

Major English Education Assessments: (1) Content Knowledge Portfolio, including papers that demonstrate writing growth and development and understanding of theory of language acquisition (2) Relationships with Literature (3) TIAI unit of Study—construction of performance objectives, selecting materials, UbD planning for teaching diverse and ELL students, (4) The Teacher Work Sample (TWS), and (5) Responses to Readings and Connections to Theory. Initial Professional Development Assessment based on engagement in NCTE and professional literature.

Methods of Instruction: Lecture-25%; practical activities (including TIAI and clinical experiences)—40%; discussion—20%; and microteaching —15%.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of “W” is **December 1**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form (http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrars-office/>.

Letter Grade/Point Scale for CUR 485: Your final grade in Curriculum 485 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

Projects:

- Weekly Discussions (10%)
- Field Experience Journal (10%)
- Standards Presentation (10%)
- Annotated Bibliography (10%)
- TIAI and TWS unit (30%)
- Teaching Wiki (including resume, philosophy, unit plan, annotated bib) (30%)

Grade Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and Below

Late Work:

All work – rough drafts and final copies – must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Work turned in to my mailbox will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Daily attendance is required for this course. If you miss class on a regular basis and therefore are not present to work with your peers, I will not be able to evaluate the major writing project on which you are currently working. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the

Counseling Center, O.W. Reily Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

- August 21 First day of class
- August 29 Last day for adding/dropping courses
- September 4 Labor Day – No Classes
- October 17 Mid-semester grades reported
- November 20-24 Thanksgiving Holiday – No Classes
- December 4-8 Exams

WEEK 1: / Introduction to the Course

Read: **Burke, J. (2012). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*.**
Ch. 1, "(Re)Defining English as a Discipline"
Ch. 2 "Who We Teach: Understanding and Teaching the Next Generation"

Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.

Ch. 8, "Reading, Thinking, and Writing about Multicultural Literature in Culturally Diverse Classrooms"

Write: Respond to online discussion about the week's reading: multicultural literature, dispelling stereotypes, engaging all students.

Create a teaching wiki including sections for: resume, philosophy, teaching, and research & scholarship. Add a section under teaching for your field experience journal. Please refer to the Field Experience Journal Assignment for instructions on how to conduct and write about focused observations of theory, planning & instruction, classroom management, and reading.

Plan: Becoming familiar with standards: complete the Standards Search assignment using ELA standards from MSCCRS, NCTE, and CCSSO. In groups, prepare a 15-minute presentation outlining each set of standards, where they overlap/diverge, and how to navigate your group's assigned set of standards (groups will be broken into: MSCCRS, NCTE, and CCSSO). Standards Presentation (10%) due next week.

Profession: Begin reviewing the professional teaching organizations listed below. In your teaching wiki, under the "Philosophy" section, write a statement on the importance, value, and responsibilities of each of these professional organizations in the professional development of educators.

- National Education Association (NEA) <http://www.nea.org>

- National Council of Teachers of English (NCTE) <http://www.ncte.org>
- Mississippi Professional Educators (MPE) <https://www.mpe.org/mpe/index.php>

WEEK 2: / Teaching Methodologies

Read: **Burke, J. (2012). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*.**
Ch. 3 "How to Teach So Students Will Learn, Use, Remember—and Enjoy"

Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.

Ch. 1 – "What is the Reading/Writing Connection?"

Ch. 3 – "Integrating Reading and Writing Instruction through Scaffolded Demonstration Lessons"

Write: Respond to online discussion about the week's reading: instructional approaches, elements of effective instruction, instructional scaffolding, lesson formatting.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Begin reviewing the sample unit plans at the links listed below. Choose one unit plan from each site and explain why you are drawn to this particular unit. Be sure to refer to specific sections in your discussion.

- University of Georgia's "Virtual Library of Conceptual Units" available at <http://smago.coe.uqa.edu/VirtualLibrary/>
- Teaching Units by 2016 STEP Students available at <http://stearnspeiffer.weebly.com/teaching-units-by-2016-step-students.html>

Profession: Locate and read one article from the "Reading, Writing, and Relationships: Centering on Learners" themed issue of *English Journal*, Vol. 105, No. 3, Jan. 2016 available here: <http://www.ncte.org/journals/ej/issues/v105-3>. Review the Annotated Bibliography Assignment instructions and add the article to your annotated bibliography in the research & scholarship section of your Wiki.

WEEK 3: / Teaching Reading

Read: **Burke, J. (2012). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*.**
Ch. 5, "Teaching Reading"

Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.

Ch. 2 – "Introducing Students to the Cognitive Strategies in Their Mental Tool Kits"

Ch. 4 – "Connections Affect and Cognition"

Ch. 5 – "A Multiple Intelligence Approach to Language Arts Instruction for Mainstream and English Language Development Classrooms"

Write: Respond to online discussion about the week's reading: pre-reading, reading, and post-reading; cognitive strategies: think-alouds; metacognition.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Review the state standards (MSCCRS) scaffolding documents for ELA grades 6-12, available here: <http://www.mde.k12.ms.us/ESE/ccr>. Choose a grade level for your themed unit plan.

Choose a theme for your unit plan and begin thinking about text selection. Explore the following podcasts and sites for ideas:

- Literary Disco, <http://www.literarydisco.com>
- Notable Books by the ALA, <http://www.ala.org/rusa/awards/notablebooks>
- American Library Assoc. Recommended Reading Lists, <http://libguides.ala.org/recommended-reading>
- Kids Recommend, <http://c-t-l.org/kids-recommend/>
- Project Gutenberg, <https://www.gutenberg.org>

Profession: Locate and read one article from the “Deepening Student Interactions with Text” themed issue of *Voices from the Middle*, Vol. 22, No. 4, May 2015 available here: <http://www.ncte.org/journals/vm/issues/v22-4>. Add the article to your annotated bibliography in the research & scholarship section of your Wiki.

WEEK 4: / Planning With the End in Mind: Assessment

Read: **Burke, J. (2012). *The English teacher’s companion: A complete guide to classroom, curriculum, and the profession*.**
Ch. 8, “Assessing and Grading Student Learning and Work”

Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.
Ch. 13 – “Assessing Students’ Reading and Writing in the Classroom”

Write: Respond to online discussion about the week’s reading: formative and summative assessment, developing pre- and post-tests, rubrics, portfolios, grading.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Draft the goals and outcomes section of your themed unit plan.

Profession: Students aren’t the only ones being assessed: locate and read one article from the “Teacher Performance Assessment” themed issue of *Language Arts*, Vol. 93, No. 2, Nov. 2015 available here: <http://www.ncte.org/journals/la/issues/v93-2>. Add the article to your annotated bibliography in the research & scholarship section of your Wiki.

WEEK 5: / Lesson Plan 1 - Reading

Read: **Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.**
Ch. 6 – “Strategies for Interacting with a Text: Using Reading and Writing to Learn”
Ch. 7 – “Teaching Literature: From Reading to Interpretation”

Write: Respond to online discussion about the week’s reading: efferent and aesthetic reading, critical approaches to texts, what to do before, during and after teaching a text.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Lesson Plan 1 Development: Reading – include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment.

Profession: Spend some time looking through the International Literacy Association (ILA) website: <https://www.literacyworldwide.org>. In your teaching wiki, under the “Philosophy” section, write a statement on the importance, value, and responsibilities of this professional organization in the professional development of educators.

WEEK 6: / TEACHING WRITING

Read: **Burke, J. (2012). *The English teacher’s companion: A complete guide to classroom, curriculum, and the profession*.**
Ch. 4, “Teaching Writing”

Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.
Ch. 9 – “Teaching Writing: Helping Students Play the Whole Range”

Write: Respond to online discussion about the week’s reading: effective writing instruction, process of teaching writing, writing assignments and prompts, integrating reading and writing instruction

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Review types of writing assignments for relevance and connection to your reading lesson. Consider journaling, creative writing, researched writing, domain writing, and project-based writing. Review the state standards for writing and your selected grade level.

Profession: Read the NCTE Guideline on writing titled, “Professional Knowledge for the Teaching of Writing” that was approved in Feb. 2016. It can be located here: <http://www.ncte.org/positions/statements/teaching-writing>. Add the statement to your annotated bibliography in the research & scholarship section of your Wiki.

WEEK 7: / Lesson Plan 2 - Writing

Read: **Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.**
Ch. 10 – “Alternative Approaches to the Research Paper”

Write: Respond to online discussion about the week’s reading: I-Search papers, multigenre papers, multimedia projects, traditional research papers

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Lesson Plan 2 Development: Writing – include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment.

Profession: Spend some time looking through the Association of Writers and Writing Programs (AWP) website: <https://www.awpwriter.org>. In your teaching wiki, under the "Philosophy" section, write a statement on the importance, value, and responsibilities of this professional organization in the professional development of educators.

WEEK 8: / TEACHING GRAMMAR

Read: **Burke, J. (2012). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession.***

Ch. 7, "Language Study: Vocabulary, Grammar, and Style"

Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom.*

Ch. 12 – "Correctness Can Be Creative"

Write: Respond to online discussion about the week's reading: strategies for teaching grammar, visual approaches to spelling, style and rhetoric, principles and practices of effective vocabulary instruction.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Consider the grammar, mechanics, style and rhetorical skills your students will need to be successful in the editing and revising sections of your writing lesson. Are there vocabulary terms students will need to know for your reading lesson? Review your first two lessons for potential gaps in your students' knowledge.

Profession: Read the NCTE Guidelines on grammar, including: "Some Questions and Answers About Grammar," "Guidelines for Gender-Fair Use of Language," "CCCC Statement on Ebonics," and "Resolution on Language Study." These statements can be located here: <http://www.ncte.org/positions/grammar>. Add the statements to your annotated bibliography in the research & scholarship section of your Wiki.

WEEK 9: / SPRING BREAK / Lesson Plan 3 - Grammar

Plan: Lesson Plan 3 Development: Grammar – include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment.

WEEK 10: / CREATING COMMUNITY & ENCOURAGING DISCUSSION

Read: **Olson, C.B. (2011). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom.***

Ch. 11 – "Sharing Our Responses to Texts as Readers and Writers and Revising Meaning"

Ch. 14 – "Cultivating Motivated, Independent Readers and Writers through Reading and Writing Workshop"

Write: Respond to online discussion about the week's reading: role of listening and speaking in ELA classroom, behaviors that close down/open up student thinking, Socratic method, small group format, literature circles, reciprocal teaching/peer response, principles of reader engagement, the teacher's role in reader/writer workshop.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Consider collaborative projects for your unit. How can you use discussion, workshops, and/or digital projects to create community and extend learning?

Profession: Read the blog post titled, "A Place for Learning: The Physical Environment of Classrooms" on Edutopia: <https://www.edutopia.org/blog/the-physical-environment-of-classrooms-mark-phillips>. This week, in your field experience observations, pay particular attention to the physical environment of the classroom and write a post on how that environment either encourages or discourages community.

WEEK 11: / TEACHING SPEECH: Lesson Plan 4 - Speech

Read: **Burke, J. (2012). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*. Ch. 6, "Speaking and Listening"**

Write: Respond to online discussion about the week's reading: providing necessary conditions in the classroom, speaking and presenting.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Review the state standards for speech in your chosen grade level. What ways might you be able to incorporate those objectives in your unit planning? Consider a variety of methods including class discussion, group work and presentations, and multimodal projects and assignments.

Lesson Plan 4 Development: Speech – include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment.

Profession: Review the list of teaching conferences available at Kennesaw State University's Center for Excellence in Teaching and Learning: <http://cetl.kennesaw.edu/teaching-conferences-directory>. In your teaching wiki, under the "Philosophy" section, write a statement on the importance and value of attending professional conferences.

WEEK 12: / THE DIFFERENTIATED CLASSROOM

Read: Tomlinson, C.A. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*, 3rd ed.

Write: Respond to online discussion about the week's reading: what differentiation is and why it's important, creating flexible and supportive learning environments, planning differentiated lessons, challenges inherent in the differentiated classroom.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Review the draft of your unit plan and note areas with opportunities for differentiated instruction. As you begin to develop your supplementary materials for the unit (handouts, quizzes, writing prompts, etc.), think about how you will incorporate differentiation and begin revising your lessons and materials accordingly.

Profession: Review "Writing a Teaching Philosophy" at the University of Minnesota's Center for

Educational Innovation website: <https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy>. Begin thinking your way through your evolving beliefs about teaching and learning. Take some notes.

WEEK 13: / The Test Run – Peer Review of Units & Presentation of Mini Lessons

In Class: Student presentations of mini lessons from their units with discussion and critique.

Write: Complete the classroom evaluation rubric for peer presentations.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Make adjustments to your unit based on the feedback you received this week. Write a reflection on the experience of presenting your lesson to the class and what you learned from the experience. Post your reflection, your completely updated and revised unit, and all supplementary materials to your teaching wiki, under the “Teaching” tab, by the last day of class.

Profession: Draft a version of your teaching philosophy.

WEEK 14: / The Test Run, Part II – Peer Review of Units & Presentation of Mini Lessons

In Class: Student presentations of mini lessons from their units with discussion and critique.

Write: Complete the classroom evaluation rubric for peer presentations.

Add your weekly entry to your field experience journal on your teaching wiki.

Plan: Make adjustments to your unit based on the feedback you received this week. Write a reflection on the experience of presenting your lesson to the class and what you learned from the experience. Post your reflection, your completely updated and revised unit, and all supplementary materials to your teaching wiki, under the “Teaching” tab, by the last day of class.

Profession: Continue drafting your teaching philosophy. Post your final version to your teaching wiki under the “Philosophy” tab by the last day of class.

WEEK 15: / Reflection & Resumes

Read: Read through the “Resume Guide for Teachers” provided by the DePaul University Career Center:
<https://careercenter.depaul.edu/documents/resume%20guide%20for%20teachers%20final%20revised.pdf>

Write: Build the template for your resume and fill in as many sections as you can. Post it on your teaching wiki under the “Resume” tab.

Write your final reflections on your field experience and post as the last entry to your Field Experience Journal on your teaching wiki.

Profession: Make any final revisions and edits to the content on your teaching wiki. Your final wiki should include:

- Resume (under “Resume” section)

- Teaching philosophy centered on relationships with literature and statements on the importance of professional organizations and conferences (under “Philosophy” section)
- Field Experience Journal (under “Teaching” section)
- Themed Unit Plan / TIAI & TWS (under “Teaching” section)
- Annotated bibliography (under “Research & Scholarship” section)