



Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

1. LOCATOR INFORMATION

Semester Fall 2009
 Credit Hours 3
 Course Number and Name: EDUC 460-03 Methods and Materials of Teaching English
 Course Location & Meeting Time : SBE 107 MTWR 4:00 – 5:45 pm, first block of semester
 Office Hours: M 12-3, T 2-4, W 12-2 & by appointment.
 Instructor: Dr. Micki Nyman
 Office Location: Smith Hall 221
 Office Telephone: 672-2426
 e-mail: mnyman@uncfsu.edu

2. COURSE DESCRIPTION

This course is designed to help prospective teachers of English to become more thoughtful about aims, theories, and research methods for teaching English in the secondary schools. Such reflective thought will serve as the basis for making plans and developing methods for teaching the whole of secondary English. Through careful exploration of the modes of discourse--speaking, writing, listening, reading, dramatizing -- the course aims to develop teachers as professionals who facilitate the learning of students.

All class participants will consciously model and critique the following general teaching methods: lecture, seminar (discussion), group composing and discussing, questioning, modeling, and coaching. More specific language arts methods such as those used in writing -- brainstorming, clustering, sentence combining, free writing, journal keeping, and such other language arts activities as reader's theater, game playing, story telling, improvising, and peer editing -- will also be modeled, critiqued, and practiced. Various media, computer equipment and software will also be explored.

By the course's conclusion everyone will know how to create and execute a good lesson -- a lesson that engages students, that leads them to acquire new knowledge, and that minimizes discipline problems (the issue that understandably worries the new teacher).

3. TEXTBOOK

Maxwell, Rhoda J., and Mary Jordan Meiser. Teaching English in Middle and Secondary Schools. Upper Saddle River, New Jersey: Merrill/Prentice Hall, 2005. (4th edition)

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the English program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

5. COURSE GOALS AND OBJECTIVES

- To make lesson plans according to the six-point format
- To become a member of the discourse community of English teachers.
- To plan activities that lead students to active and engaged/hands-on learning.
- To plan activities that appeal to varied learning.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Includes NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s).

Standards Used in this Course	NCDPI Specialty-Area Standards	NCATE Standard(s)	Assessment(s)
X 1.2 1.3	1. Teachers know and understand the English language.	Content knowledge Pedagogical knowledge	Grammar or language lessons and teaching-demo tapes. Use of language activities that enhance the reading and writing processes in lesson plans; responses to classmates on discussion board; lessons which focus on registers and social context.
X 2.1 2.2 2.3	2. Teachers know and understand the reading process.	Pedagogical knowledge	Use of pre -reading, during reading, and post-reading questions and activities in six-point lesson plan.
X 3.1 3.2 3.3	3. Teachers know and understand written and oral composing processes.	Pedagogical knowledge.	Writing assignments and lessons that feature multiple phases leading to a product and that encourage talk as a prewriting activity.
	4. Teachers know and	Content knowledge	Unit plans: Diversity of

X 4.1 4.2 4.3	understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.		authors of works chosen for class consumption as manifested in syllabus. Lessons/activities that spark student identification. Long-term projects on someone culturally and chronologically different from students.
X 5.1 5.3	5. Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.	Pedagogical knowledge	Discussion board. Projects. Use of Lessons and activities that ask students to question or deconstruct media, to recognize their rhetorical goals, and to enter the conversation which the media/mediums have begun. Oral and written conversation on these issues.
X 6.1,2,3	6. Teachers use effective strategies and techniques in teaching English Language Arts.	Pedagogical knowledge	Creation of lesson plans that feature activities known to improve learning.
X 7.1,2,3	7. Teachers evaluate and select appropriate, high-quality resources that support learning of the English Language Arts.	Content knowledge Pedagogical knowledge Professional knowledge	Selection of a variety of genres featuring wide-ranging settings and literary elements that are discussable and that lead students to formulate a theme.
X 8.1,2,3	8. Teachers encourage students to respond to different media and communications technologies.	Content knowledge Pedagogical knowledge	Individual projects focusing on the rhetorical success of different meaning. Essays that analyze meaning through established genres such as a sonnet or a film.
X 9.1,3	9. Teachers use assessment as an integral part of instruction and learning.	Pedagogical knowledge	Creation of tests containing questions that ask students to demonstrate the range of types of learning on the Bloom-Marzano scale. Planning lessons that address problems that have surfaced in prior lessons and papers.
X	10. Teachers use instruction that promotes understanding of	Content knowledge Pedagogical knowledge	Class activities and lessons that involve language play

10.1,2,3	varied uses and purposes for language.		and rhetorical use of language.
X 11.1,2,3	11. Teachers foster in students an awareness and appreciation of their own and others' cultures.	Content knowledge Pedagogical knowledge	Lessons that allow students to examine literary production in other cultures as well as their own; reading material that features different cultures but common human experiences. Use of varied media and student projects.
X 12.1,2	12. Teachers recognize commonalities and individual differences within the classroom.	Professional knowledge	Lessons featuring varied activities suited to varied learning styles. Teachers choose content that students identify with in lesson planning.
X 13.1,2	13. Teachers respect and accommodate areas of exceptionality in learning, including disabilities, visual, and perceptual difficulties, special physical or mental challenges, and giftedness.	Professional knowledge Pedagogical knowledge	Lesson plans that employ techniques that enable exceptional students to learn.

7. CORE STANDARDS

Includes the NCDPI Core Standards and the assessment(s).

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
	1. Teachers know the content they teach.	
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	
	4. Teachers are leaders.	
	5. Teachers are reflective about their practice.	
	6. Teachers respect and care about students.	

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
x	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Teaching demo in class; lesson plans; unit plans; discussion board.
x	2. Teachers understand how students' cognitive, physical, and moral development influences learning and address these factors when making instructional decisions.	Teaching demo in class; lesson plans and activities chosen. Projects.
x	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.	Assessment Plan
x	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Assessment Plan
x	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity.	Assessment Plan
x	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Class discussion of demo tapes; writing workshop on lesson plans.

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera.

	Technological Applications for this Course
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	Productivity tool (Power Point)
	Presentation Software
x	Internet
	Webpage Construction
x	e-mail
x	Online applications
	Grade book
x	Video camera
	Scanner
	Excel
x	Smart Board
	Lap Top and LCD panel
x	Blackboard discussion board.

The NCDPI Technology Standards and the assessment(s) addressed in this course include the following:

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
	1. Teachers demonstrate a sound understanding of technology operations and concepts.	
x	2. Teachers plan and design effective learning environments and experiences supported by technology.	Lesson plans; teaching demo.
x	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Lesson plans; teaching demo.
x	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Discussion board responses; use of Web to locate teaching materials.
	5. Teachers use technology to enhance their productivity and professional practice.	
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology.	

10. DISPOSITIONS

Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
x	Appreciates and engages in self-reflection	x	Dresses appropriately for the setting
x	Shows a commitment to ongoing learning		Is punctual
x	Desires to learn and apply new technologies.	x	Attends class regularly and participates in the class
x	Is receptive to new ideas and feedback	x	Completes assignments and tasks in a timely manner
x	Writes and speaks clearly and effectively		Willing to go beyond required assignments
x	Uses culturally sensitive language when communicating with families	x	Shows initiative and motivation
	Respects the privacy of students and their families	x	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
x	Believe all children can learn	x	Displays high and ethical professional standards
	Understands the culture of students and their families	x	Is honest and dependable
x	Values and respects diversity and individual differences	x	Is courteous and respectful
x	Demonstrates flexibility and adaptability	x	Has a positive professional attitude
x	Treats all students fairly and equitably	x	Accepts and uses constructive criticism
x	Is sensitive to the feelings of others	x	Maintains emotional control and appropriate behavior
x	Interacts appropriately and positively with others		

11. GENERAL REQUIREMENTS

THE REQUIRED ACTIVITIES are

a. Evidence of ability to perform the basic tasks.

1. Prepare and teach a lesson
2. Prepare a unit plan to cover at least two weeks of class time. Try to prepare this assignment for a block of the material you will be using in your student teaching.
3. Collaborate with one other class member to create a lesson plan for literature.
4. Collaborate with one other class member to create a lesson plan for writing.
5. Create a literature lesson individually.
6. Create a writing lesson individually.
7. Create a language or grammar lesson individually.
8. Develop an assessment plan individually.

b. Evidence of ability to utilize material found in the FSU Curriculum Laboratory, the general library, and other sources.

- 8..Locate and summarize five articles on the same subject. (With permission of instructor, you may substitute parts of books (e.g., a chapter for an article). Post summaries on Blackboard according to forthcoming teacher instructions
9. Post on Blackboard a readerly response to five summaries or responses other than your own.
- c.. **Evidence of knowledge of evaluation and assessment.**
10. Design and prepare one essay test and one objective test to be used during your internship (student teaching).

12. EVALUATION CRITERIA

92-100 A, 84-91 B, 74-83 C, 64-73

13. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
8/20	Principles of Learning English Memory Teaching Philosophy	
8/24	Summary Writing Topic Choice Due: ONE -using adolescent lit to teach theclassics -prewriting -teaching argument -teaching the research process - learning styles and teaching English (multiple literacies, modes of learning) -activities for the visual, audial, tactile, and/or kinesthetic learner -teaching the literary analysis -teaching irony or any other literary element -writing across the curriculum teaching English in a computer-assisted environment -teaching and/or not teaching grammar -testing/assessing English -imitation (a.k.a. <u>imitatio</u>) -teaching students to write poetry or a certain form of poetry (e.g., sonnet, haiku)	Discussion: Readings by Julie Cheville and Lois Stover Creating the Bibliography, Writing a Summary, Posting a Summary, and Posting Responses. Schedule for Posting Summaries: Summary 1: 8/27 Summary 2: 9/3 Summary 3: 9/10 Summary 4: 9/17 Summary 5: 9/24 Schedule for Posting Responses: Response 1: 9/1 Response 2: 9/8 Response 3: 9/15 Response 4: 9/22 Response 5: 9/29

	<ul style="list-style-type: none"> -literature circles (a.k.a. book circles, literature clubs) -teaching English in rural schools -teaching minority students -the minority teacher -sentence-composing pedagogies (sentence combining, sentence imitation, combining kernels and propositions) -teaching film and teaching with film -motivating adolescent males to like school, reading, writing, and English in general -teaching personal writing vs. teaching academic writing. <p><u>Register your topic choice with the instructor.</u></p>	
8/25	Becoming a Teacher	M & M 1-29
8/26	Choosing what students learn	M & M 30-42, 43-71
8/27	Teaching Literature	M & M 348-392 Present an article on Teaching Literature Post Summary One on Blackboard
8/31	Teaching Composition	M & M 181-239 M & M 267-286 Present an article on Teaching Composition
9/1	Teaching Thematically	M & M 313-347 Post Response One on Blackboard
9/2	Teaching Grammar	M & M 241-266 Present an article on Teaching Grammar Post Summary Two on Blackboard
9/3	Developing Units	M & M 424-467
9/8	Creating an Assessment Plan	Find logistics of a school district where you might like to teach Post Response Two on Blackboard
9/9	Collaborating	Bring in and be prepared to present two collaborative lesson plans, literature & composition
9/10	Assessing Developing Units Developing Rubrics	Present Two Articles on Assessment M & M 424-467 Post Summary Three on Blackboard
9/14	Understanding Language, Teaching about Language	M & M 72-118

9/15	Understanding Oral Language Professionalizing	M & M 119-180 Post Response Three on Blackboard
9/16	Incorporating [CLA]ssroom [clainthe classroom] Assessment	Bring in ideas about how to incorporate critical thinking in your pedagogy
9/17	Writing is Creating Thought	First draft of composition lesson plan Bring in copies for all class members Post Summary Four On Blackboard
9/21	Appreciating Multiple Intelligences	First draft of grammar lesson plan
9/22	Peer evaluating	First draft of unit plan Post Response Four on Blackboard
9/23	Evaluating student writing.	First draft of literature lesson plan
9/24	Collaborating in the classroom	Final copy of grammar (lesson) plan Post Summary Five on Blackboard
9/28	Creating a dynamic classroom	Final copy of literature (lesson) plan Final copy of composition (lesson) plan
9/29	Teaching Philosophy	Presentation of Teaching Philosophies (bring in hard copy) Post Response Five on Blackboard
10/1	Openings and Closings	Presentations of Unit and Assessment Plans Final Copies of Unit and Assessment Plans

14. TEACHING STRATEGIES

Large and small group activities (including peer review), individual and group projects, video viewing and analysis, field observations, reflections, structured overview, teacher modeling, discussion, role play, panels, Internet research, library/curriculum lab research, online discussion board.

15. UNIVERSITY POLICIES

Division of Student Affairs
Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Handed out separately