



**Fayetteville State University
School of Education
Department of English**

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 2011

Credit Hours 3

Course Number and Name: EDUC 460-03 Methods and Materials of Teaching English

Course Location & Meeting Time: SBE 105 , Wednesdays 4-6

Office Hours: M 9-10, 2-4, T 12-2, W 9-10, 2-4, and by appointment

Instructor: Dr. Micki Nyman

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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.

Methods' students will go out into the "field," meaning that except for lateral entry licensure candidates, all students will visit, observe, and assist a secondary teacher of English once a week for one one-half hour class period (minimum) as soon as the School of Teacher Education can obtain appropriate locales—area high schools. This classroom experience and subsequent reflection will give students the ability to link theory to practice in all sorts of creative ways.

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. TEXTBOOKS

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Paperback. ISBN 13 978-0-325-01139-4, ISBN 10 0-325-01139-7 (TETC)

Smagorinsky, Peter. *Teaching English by Design: How to Create and Carry Out Instructional Units*. Paperback. ISBN 13 978-0-325-00980-3, ISBN 10 0-325-00980-5 (TEBD)

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.

5A. 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.

5B. English Department Outcomes

1. Comprehend, interpret, and evaluate texts from diverse historical periods and cultures, applying varied literary critical perspectives as means of interpretation, and using appropriate literary terminology
2. Compose diverse researched and original texts in varied genres and formats, using various composing processes, technologies, and multimodal formats.
3. Select materials, design lesson plans, and present age appropriate material on issues related to English language, the process of writing, and literature, including literature specifically written for adolescents.
4. Compare and contrast language structures, and explain the reciprocal relationship between language and culture, including the effects of economic, political and social environments on language use and change.
5. Locate and evaluate resources, and incorporate and cite sources according to the MLA style manual.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

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

Standard	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.
X 4.1 4.2 4.3	4. Teachers know and 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.	Content knowledge	Unit plans: Diversity of 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 10.1,2,3	10. Teachers use instruction that promotes understanding of varied uses and purposes for language.	Content knowledge Pedagogical knowledge	Class activities and lessons that involve language play 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. 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.	Lesson Plans Unit Plan Assessment Plan Teaching Philosophy
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 Teaching Philosophy
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 Teaching Philosophy Unit 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 Teaching Philosophy Unit Plan
x	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Class discussion of research; writing workshop on lesson plans.

8. 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	x	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		

9. GENERAL REQUIREMENTS

THE REQUIRED ACTIVITIES are

a. Evidence of ability to perform the basic tasks.

1. 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.
2. Collaborate with one other class member to create a lesson plan for literature.
3. Collaborate with one other class member to create a lesson plan for composition.
4. Create a literature lesson individually.
5. Create a composition or writing lesson individually.
6. Create a language or grammar lesson individually.

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

7. 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.
8. Craft a teaching philosophy.
9. Post on Blackboard the responses to five summaries.

c. Evidence of knowledge of evaluation and assessment.

10. Develop an assessment plan individually.

10. EVALUATION CRITERIA

Summaries to be placed on Blackboard: 10%

Researched Article Presentations: 10%

Class Presentations on Textbooks : 10%

Assessment Case Study: 10%
Field Work Observations: 10%
Teaching a Lesson Plan: 10%
Assessment Plan: 10%
Literature Unit Plan: 30%

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

13. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
8/24, 8/29	Becoming a Teacher Principles of Learning English Memory Teaching Philosophy	
8/31	Summary Writing, MLA Topic Choice Due: ONE -using adolescent lit to teach the classics -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) -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)	Read TETC 3-27 Writing a Summary using MLA Posting a Summary Posting Responses. Schedule for Posting Summaries: Summary 1: 9/7 Summary 2: 10/5 Summary 3: 11/2 Schedule for Posting Responses: Response 1: 9/14 Response 2: 10/12 Response 3: 11/9

	-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. <u>Register your topic choice with the instructor.</u>	
9/7,12, 14	Students' Ways of Knowing Providing Scaffolds for Student Learning	Read TEBD pp. 3-18, 19-31, DL
9/19,21	Teaching Reading in High School	Read TETC pp. 32-112, DL
9/26,28	Critical Theory	Bring in a short story of one's choice
10/3	Field Work	Present findings
10/5	Field Work	Present findings
10/10,12	Alternatives to Teacher Led Discussions Planning the Whole Course	Read TEBD pp. 32-41, 45-66, DL Presentations on Textbook
10/19	The Place and Purpose of Vocabulary Instruction	Read TETC pp. 113-134, DL
10/24,26	Putting Grammar in its Place	Read TETC pp. 135-150, DL Present an article on Teaching Grammar
10/26, 28	Teaching Writing, from practice to performance Responding to Student Writing	Read TETC pp. 151-221, TEBD pp. 96-108, DL Present an article on Teaching Writing
10/31, 11/2	Goals for Conventional and Unconventional Writing Assignments	Read TEBD pp. 69-82, 83-95, DL Turn in a writing assignment Presentations
11/7, 9	Why Conceptual Units?	Read TEBD pp. 111-128, Read TETC pp. 319-349, Bring in an idea for a unit
11/14, 16	The Basics of Unit Design Your Unit Rationale Outlining a Unit	Read TEBD pp. 129-139, 140-147, 148-156, DL Curriculum Library, Chestnut FSU library
11/21	Composing a Curriculum Down and Dirty: Daily Planning	Read TETC pp. 266-283, DL Read TEBD pp. 184-223, DL
11/23	Teaching Speaking, Listening, and Thinking	Read TETC pp. 222-237, 238-265, DL Presentations
11/28	Lesson Plans	Teach a Lesson from Unit
11/30	Lesson Plans	Teach a Lesson from Unit
12/2	Measuring Student Progress Report of Field Work	Read TETC pp. 284-318, DL Present an assessment plan
12/5	Digital Literacy/Media Literacy Class Presentations- Final Unit Plans due	Unit Plan and Assessment Plan Due, Secondary English Evidences 3, 5 loaded up to Task Stream by December 10, 2011

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.