

George Mason University
College of Education and Human Development
Secondary Education Program



Promoting Learning & Development Across the Lifespan

EDCI 569
Teaching English in the Secondary School
Spring 2012

Instructor: Dr. Leslie Lipovski

Date and Time: (Thursdays 7:20 – 10:00 pm) January 26th - May 10th

Class Location: Thompson Hall 2020

Office Location: Thompson Hall 1803

Email Address: llipovsk@gmu.edu

Office Hours: By appointment

Course Materials Online

The blackboard site can be found at <http://courses.gmu.edu>

Use the same login as your GMU email.

Blackboard

Blackboard 9.1 will be used for the course. Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the 'Courses' tab.
4. Double-click on our course number under the "Blackboard 9.1 Course" heading.

Course Description

The EDCI 569 and EDCI 669, Advanced Methods of Teaching English course sequence is designed to support the development of reflective, professional, collaborative and research-based practitioners in the field of English/language arts instruction. EDCI 569 introduces preservice English teachers in the fundamentals of theory and practice for teaching English/language arts in middle and high schools. Class sessions, reading and writing assignments and required fieldwork in both courses emphasize current issues and recent developments in curriculum and methodology in the teaching of secondary English/language arts.

The purpose of EDCI 569 is to prepare teachers who will understand, respect, and effectively facilitate the language development and learning of diverse adolescents with whom they work. The course is designed to support preservice teachers as they:

Develop a personal theory of language arts education, which is supported, by theory and research on the teaching and learning of language arts.

Plan and implement lesson and units of instruction, which are consistent with a theoretically strong personal theory of language arts education.

Make connections between theory and practice in reflective, critical analyses of curriculum and instruction in language arts.

Goals of the Course, students will be able to:

Read research and theory representative of current thinking in the teaching of English/language arts.

Research-Based Practice, SPA standards 3.0, 3.5, and 4.0

Explore and report on one specific area of interest in the teaching of English/language arts.

Research-Based Practice, SPA standards 3.0, 3.3, 3.7.

Practice planning and implementing process-based writing experiences, which facilitate students' understanding of and reflections on their readings, their lives and their communities.

Innovation, SPA standard 3.4

Practice planning and implementing lessons on English language instruction that are taught within the context of language arts.

Innovation, SPA standards 3.2, 4.0

Practice planning and implementing activities and discussions, which involve students in active, reflective responses to literature within a diverse community of learners.

Collaboration, SPA standard 3.2

Observe and analyze teaching practices in light of course readings and discussions.

Research-Based Practice, SPA standards 2.0, 3.7

Describe national, state, and local standards for English and use them as the underlying basis of classroom curriculum and instruction.

Research-Based Practice, SPA standard 1.0

Design a coherent unit of instruction and effective daily lessons, which reflect current research, theory and practice in English/language arts.

Research-Based Practice, Innovation, SPA standards 3.0, 3.3

Utilize knowledge of adolescence, language, learning, teaching, and diversity to plan and adapt instruction, which maximizes learning for all students in today's diverse schools.

Research-Based Practice and Social Justice, SPA standards 3.7, 4.0

Develop assessments appropriate for identified curricular objectives and related to national, state, and local standards.

Research-Based Practice, SPA standard 1.0

Incorporate media/technology into the curriculum to enhance the teaching and learning of English.

Innovation, SPA standard 3.6

Reflect upon and critically analyze one's own and observed teaching practices in light of related theory and research in English education.

Research-Based Practice, SPA standard 3.7

Articulate a developing personal theory of English education.

Ethical Leadership, SPA standard 3.0

Relationship to Program Goals and Professional Organizations

EDCI 569 is the first course in a two-course sequence of English methods course for students seeking a secondary school teaching license in English/language arts. The course focuses on best practices in English education including the use of technology, meeting the needs of diverse learners and English language learners as called for by the Standards of Learning for Virginia Public Schools and National English education Standards and as outlined by the National Council for Accreditation of Teacher Education (NCATE) National Council of Teachers of English (NCTE) and The International Reading Association (IRA).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Please note that:

o “Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)

o Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.

- o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
 - Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.
 - The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
 - The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Readings

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann

Burke, J. (2008). *The English teacher's companion: A complete guide to classroom, curriculum and the profession*. Portsmouth, NH: Heinemann

Cisneros, S. (1984). *The house on mango street*. New York: Vintage Books.

O'Brien, P. (Ed.). (1993). *Shakespeare set free: Teaching romeo and juliet, Macbeth, and a midsummer night's dream*. Washington D.C. : Washington Square Press.

Smagorinsky, P. (2007). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann

Additional readings as assigned in class.

In addition, students should obtain a student membership in either National Council of Teachers of English or the International Reading Association and subscribe to one of the following journals:

English Journal
Voices From the Middle
Journal of Adolescent and Adult Literacy

Resources

George Mason University Library: <http://library.gmu.edu/>

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vsra.org

International Reading Association (IRA): www.reading.org

National Reading Conference (NRC): www.nrconline.org

National Council of Teachers of English (NCTE): www.ncte.org

TED website: <http://www.ted.com/talks>

Course Requirements

Attendance and Participation. Attendance is critical, class time will provide opportunities for participation in hands-on activities, demonstration of effective teaching strategies, and reflection on course readings, class activities, and assignments, and observations from field experience. Students are expected to be on time and prepared to participate in class as active, thoughtful discussants. Each student is allowed one absence, no explanation required. For each session you are absent you are absent beyond this one, points will be deducted from your attendance and class participation points. **As a courtesy to myself and others, please place all cell phones on vibrate and turn off computers unless being used for class purposes.**

Class Presentations – These will be short mini-lessons assigned throughout the semester. (15 min. max) The content will focus on class readings and discussions, but you will be required to find a research article that relates to course content. Your presentation will be designed around the ideas in your article. This article must come from a peer-reviewed research journal. More information will be provided as we progress in the class. The purpose of the presentations is to provide opportunities for you to practice teaching techniques in front of a group of peers before taking your ideas into the classroom. **DUE: various dates throughout the semester - See sign-up sheet.**

Multi-genre Research Project and Presentation. This paper is an exploration of some aspect of English instruction you want to learn about during this course. Modeled after the multi-genre research paper designed by Tom Romano, the paper consists of at least five different genres such as autobiography, personal vignette, narrative, research essay, poetry, fiction, drama, summary, informal letter, news story, essay, etc.; one of which must be technology based. Course texts can be used as sources, but a minimum of 5 additional readings from the NCTE/IRA publications or relevant texts/journals must also be cited in the paper. **DUE: 2/23**

Mid-Term - The mid-term is a short answer/essay exam that focuses on course readings and class discussions. More information will be provided prior to the **exam date of 3/22.**

Reader Response Lesson Plan and Collection of Sample Readings

Planning is essential to teaching and assessment. The goal of this assignment is for English language arts methods students to develop (and, ideally, *teach*) a complete 60-minute “Reader Response” lesson in their discipline. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The lesson must include differentiation of instruction for students of varying levels; the lesson will be crafted to serve a general or advanced level English class and must explicitly address the needs of struggling readers and English language learners. The use of technology (e.g., presentation software, video clips, etc.) must be appropriately integrated into the lesson. Include all written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and

accompanying rubric to be used for the lesson. The assessment of this lesson plan and its implementation must include student feedback and self-evaluation.

Your plan should include at least two different but related text forms. These texts should include a poem/song (which must represent a non-normative perspective or experience) and at least one of the following: an article, an essay, a short story, an introductory chapter from a novel, a visual text, and an electronic text. All of these should be texts you believe you might see included in a 6-12 English/language arts curriculum. You will use the lesson plan format included in the Secondary Program Handbook. The lesson plan must address the NCTE standards and INTASC standards addressed in the rubric below. This lesson plan will serve as the performance-based assessment for this course.

To submit to your instructor:

- 1) Complete, detailed lesson plan including objectives, standards, instructional plan, assessment, and teacher self-assessment. Include, in particular, details about what students will do during the lesson as well as plans for the teachers' role.
- 2) All written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments). Include answer keys where appropriate.
- 3) An assessment and accompanying rubric to be used for the lesson, including student feedback and self-assessment, and focused on the following questions:
 - a. What did you learn about your teaching from this experience? Discuss areas for your continuous and professional development based on this experience.
 - b. What did you learn about students from this lesson?
 - c. What would you change/modify the next time you teach the lesson?

This assessment consists of a lesson plan assignment and an associated scoring rubric. The assessment is meant to ensure that all secondary English education candidates move on to their advanced methods class knowing how to design a quality lesson plan. If the students do not pass this assessment, they cannot pass their advanced methods course. For English education candidates, this assessment takes place during the initial methods course, EDCI 469/569, "Teaching English in the Secondary School." The lesson must adhere to Virginia's Standards of Learning in English and specific NCTE Standards for the English language arts. The course instructor evaluates the complete lesson plan using the rubric below. The lesson plan assignment (including the added differentiation section) is meant to address NCTE Standards 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, and 4.8.

DUE: Written Plan 4/12, Presentations 4/12 & 4/19

Writer's Notebook (WNB) Learning reflection and assignments, come completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class session and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's classrooms. Writer's Notebook assignments should be brought to all class sessions; they will be used

as the basis of class discussions and activities will be shared with classmates and the instructor. We will have at least nine entries per class schedule, but there may be additional entries required. **DUE: 4/19.**

Field Experiences Report. Each student enrolled in EDCI 569 is expected to complete a minimum of 15 hours of fieldwork in a middle or high school English/ language arts classroom. Students are responsible for arranging their fieldwork experiences to include the following: a study of the school's and the cooperating teacher's approach to the teaching of writing, a chance to read, diagnose, and assess student writing samples, an opportunity to peruse the school district's English program of studies as well as the suggested and required works of literature and an interview with the cooperating teacher or department chair about issues facing today's English teachers. The entire fieldwork report, including a signed copy of the summary of documentation of hours, and 5 CIRI forms (to be distributed later) should be turned in no later than 5/10. This means that the sooner you start your fieldwork, the better! **DUE: 5/10**

Paper: A developing Theory on the Teaching of English/Language Arts. This concise (1-2 page) paper should clearly articulate your developing theory on the teaching of English/language arts in today's secondary schools, and should reflect the research and theory upon which it is founded. **DUE: 5/10**

Course Evaluation

The grading system for graduate courses at GMU is as follows:

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|------------|------------|------------------|
| A+= 97-100 | B+ = 87-89 | C = 70=79 |
| A = 94-96 | B= 84-86 | F = 70 and below |
| A- = 90-93 | B- = 80-83 | |

All assignments must be turned in on time. **Late and/or incomplete assignments will not be given full credit;** in the case of extenuating circumstances, approval must be granted **in advance** by the instructor.

EDCI 569 assignments are weighted as follows:

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| Attendance and Participation | 10 |
| Class Presentations | 10 |
| Multi-genre research paper and presentation | 15 |
| Mid-term (in-class written response) | 10 |
| Reader Response Lesson Plan | 20 |
| Writer's Notebook | 10 |
| Developing Theory of Teaching English | 15 |
| Field Experiences Report | 10 |

