



Promoting Learning Development Across the Lifespan

EDCI 479
Advanced Methods of Teaching Secondary English

Spring 2014

Instructor: Dr. Laura Horvath

Date and Time: Thursdays 4:30 – 7:10

Class Location:

Email: lhovath@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 Mason email

Blackboard 9.1 will be used for the course. Access Blackboard 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:

Prerequisite: EDCI 569. This is the second course in a two-part sequence of courses for preservice English teachers. This course guides students in working effectively with national and local standards for teaching secondary English.

Course Outcomes and Objectives:

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE). This course is designed to support pre-service and in-service secondary school teachers as they:

- A strong focus on literature and the role of writing in teaching literature.
 - **Innovation, Collaboration, NCTE standards: 3.0, 3.2.3**
- Examination of literary interpretations and rhetoric.
 - **Innovation, Social Justice, NCTE standards 3.2.3, 3.3.3**
- Consideration of English language arts instruction with a broad focus on literacy and literacy skills.
 - **Research-based Practice, NCTE standards 3.4, 3.5**
- Inquiry-based research and discussions using multiple literacies and multi-modal lenses.
 - **Research-based Practice, NCTE standards 3.5, 3.7**
- Practice planning and implementing lessons on English language instruction that are taught within the context of language arts
 - **Innovation; NCTE 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; NCTE Standard 3.2**
- Observe and analyze teaching practices in light of course readings and discussions
 - **Research-Based Practice; NCTE 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; NCTE 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; NCTE 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, Social Justice; NCTE Standards 3.7, 4.0**
- Develop assessments appropriate for identified curricular objectives and related to national, state, and local standards
 - **Research-Based Practice; NCTE Standard 1.0**
- Incorporate media/technology into the curriculum to enhance the teaching and learning of English
 - **Innovation; NCTE 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; NCTE standard 3.7**

Relationship to Program Goals and Professional Organizations

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing

pupil of diverse 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), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

College Expectations and University Honor Code

The Graduate School of Education (GSE) expects that all students exhibit professional behavior and dispositions:

Commitment to the profession

Promoting excellent practice
Excellence in teaching and learning
Advancing the profession
Engagement in partnerships

Commitment to honoring professional ethical standards

Fairness
Integrity
Honesty
Trustworthiness
Confidentiality
Respect for colleagues and students

Commitment to key elements of professional practice

Belief that all individuals have potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities and perspectives
Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, life-long learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment of unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrate multiple perspectives

College of Education and Human Development Statement of Expectations

All students must abide by the following:

- Professional Dispositions – Students are expected to exhibit professional behaviors and dispositions at all times. See <http://gse.gmu.edu/facultysaffres/profdisp.htm> for a listing of these dispositions
- Students must adhere to 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 the Responsible Use of Computing (see <http://universitypolicy.gmu.edu/1301gen.html>).
- Please note that plagiarism encompasses the following (from the Mason Honor Code online at <http://mason.gmu.edu/~montein/plagiarism.htm>):
 - Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgement.
 - Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement
- Paraphrasing involves the taking of someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- 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.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary action.
- 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 that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counselors who offer a wide range of services 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 intended to support students as they work to construct and share knowledge through writing (see <http://for>)

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

Required Texts. NOTE: You'll need the following books, some of which will NOT be found in the GMU Bookstore with other course texts, but which are available at any retail bookstore (including Amazon):

Appleman, D. (2009). *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*, second edition. Urbana: National Council of Teachers of English.

Bomer, R (2011). *Building Adolescent Literacy in Today's English Classrooms*. Portsmouth: Heinemann.

Holden, J & Schmit, J (2002). *Inquiry and the Literary Text: Constructing Discussions in the English Classroom*. Urbana: National Council of Teachers of English.

Jaramillo, A (2006). *la linea*. New York: Macmillan.

Kass, P (2004). *Real Time*. New York: Houghton Mifflin

Satrapi, M (2003). *Persepolis: The Story of a Childhood*. Paris: L'Association.

Alvarez, J (1991). *How the Garcia Girls Lost Their Accents*. Algonquian Books.

Strasser, T (2000). *Give the Boy a Gun*. Simon and Schuster Books for Young Readers.

Recommended Texts

Burke, J. (2008). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum and the Profession*. Portsmouth, NH: Heinemann. (from Methods I)

Smagorinsky, P. (2007). *Teaching English By Design: How to Create and Carry Out Instructional Units*. Portsmouth, NH: Heinemann. (from Methods I)

Students are also recommended to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

Resources

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

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association: www.reading.org

National Reading Conference: www.nrconlin.org

National Council of Teachers of English: www.ncte.org

International Visual Sociology Association: www.visualsociology.org

Figment: <http://figment.com>

Movella: <http://www.movellas.com/>

The Poetry Foundation: <http://www.poetryfoundation.org/>

Course Assignments

Attendance and Participation.

Attendance at each class session and field experience is critical and required. Your attendance, thoughtfulness, preparedness, clarity and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all assignments on time, and contribute both as a listener and speaker in class discussions. Absences and tardies, both in class and fieldwork assignments will impact your grade. Two tardies are equal to one absence. If unavoidable circumstances prevent attendance at a class, please call the instructor in advance and contact a classmate to discuss missed assignments. **Please turn off all cell phones, computers and pagers when conducting fieldwork assignments. Please turn off all cell phones and pagers during class.**

Writer's Notebook. Learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions 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 secondary 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 periodically with classmates and the instructor.

Multigenre Research Paper

This paper is an exploration of an aspect of Teaching English in secondary settings. Modeled on the multi-genre research paper designed by Tom Romano and also found in many published works (*Give the Boy a Gun* is one example we'll be reading for class), your research paper will consist 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 (tri-fold brochure, PowerPoint presentation, Inspiration-generated concept map, etc.) Course texts can be used as sources, but a minimum of 7 additional readings from NCTE/IRA publications or relevant texts/journals must also be cited in the paper. Additional information will be provided in class.

Lesson Plan

Given our focus on the teaching of literature, please design and be prepared to teach a lesson focused on a pairing of literary texts centered on *The Skin I'm In* as the "required core text", but pairing that with at least one other, thematically linked text. Please use the lesson plan format used in Methods 1 and include all materials you would use with students in your classroom. The lesson plan must address at least two NCTE standards and the INTASC standards, and must include differentiation of instruction for students of varying levels.

Reading Online Mentorship Project (ROMP) and Reflective Paper.

Each student will be paired with at least one (and possibly two) secondary student(s) to interact with during the reading of one of the four required YA Novels through Lit Circles and Discussion Board postings. Students will be expected to read along with their secondary level partners, engage in online discussion via Blackboard, help their younger student partners engage with the text in meaningful and thoughtful ways, and write a culminating reflective paper about these interactions.

Fieldwork Packet

- **SUMMARY OF FIELD ASSIGNMENT.** Please organize a typed record of (a) basic school and classroom information about your assigned field placement, (b) a list of the dates and times of your visits, and (c) a brief description of your observations and activities. (Note: Although you will probably want to take notes during or after each class you observe, these notes are not required for EDCI 569). Please ask your cooperating teacher(s) to sign your Summary. On possible format:

School Information: *Description of school-based information obtained from school website, your observations, and informal discussions with teachers.*

Department Information: *Teachers, courses offered, meetings, issues, approaches.*

Teachers/Classes Observed: *Brief listing/description of teachers and classes observed.*

Date	Arrival	Departure	Observation/participation	# of hours
Monday 10/30	8am	12pm	Observed English 9 discussing a Cheever short story (Mrs. Smith) Assisted with peer response groups in creative writing class (Mr. Gomez)	4 hours

- **Fieldwork Questions**
 - **Curriculum and Instruction in Writing.** Write a brief description of the approach to the teaching of writing used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the writing curriculum described? What strategies are recommended? What approach to the teaching of writing seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to writing instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a writing lesson/activity. Observe the teacher's instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
 - **Student Writing.** Arrange one of the teachers in your field placement to read through a class set of student writings. (a) Describe the content of the writing: what was the assignment? How much time, in-class, and/or at-home, was allotted for writing? What format/genre of writing was done? Are these drafts or revised versions? (b) Based on

what you see in these papers, assess the strengths and needs of these student writers. What do these student writers do well? What difficulties are evident in their writing? Using what you have learned from your reading about writing instruction, try to identify patterns in the student writing. What instructional “next steps” would you recommend for these writers? (c) How does this teacher record/evaluate student writing? (If the cooperating teacher approves it and provides guidelines, try responding to or grading the student writing. (d) Make a copy of at least one student paper (with the students’ names deleted), and try writing comments on it according to the suggestions made in the Graves and Sommers articles.

- **Curriculum and Instruction in Language Skills.** Write a brief description of the approach to language study used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the study of language described? What strategies are recommended? What approach to the teaching of language seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to language study. What strategies does he/she recommend? (C) At least once during the semester, arrange to observe a skills lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures and planned assessment with the teacher.
- **Curriculum and Instruction in Reading/Literature.** Write a brief description of the approach to the teaching of reading/literature used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the literature curriculum described? What strategies are recommended? What approach to the teaching of reading/literature seems to be reflected in this document? (b) Discuss with your cooperating teacher his/her own approaches to literature instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a reading/literature lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Works of Literature in the Curriculum.** What works of literature are included as part of the curriculum at your assigned school? Who teaches what books at what grade level? In order to get a sense of the literature taught at your assigned school, ask for a copy of the departments’ book list, browse the English department’s book room, and/or interview the department chair and/or your cooperating teacher. Are there any newly-purchased books? If so, what are they and how/why were they selected? Are multicultural works included in the curriculum? How about adolescent literature? How many works are assigned each academic year? How often do students read self-selected works?
- **Teacher Interview.** At some point during the semester, please arrange a convenient time for an interview /discussion with the cooperating teacher, department chair and/or the school administrator in charge of the English department. Find out as much as you can about the profession. Why did this teacher become an English teacher? Why does he/she stay in the field? What are the most rewarding aspects of teaching English?

What are the most discouraging aspects? What important issues face English teachers today? What are the biggest challenges for the future? What suggestions does this teacher have for you as you enter the profession? Write a summary of your interview and what you learned from it.

Unit Plan

As a culminating project for this course each student will use the “backwards design” process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessment. Please include at least one ‘paired text’ as a part of the unit. The unit must include at least one literary work(s), and center on a **theme**, as well as build on the strengths and needs of a diverse student population.

Long-range plans will include:

1. a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, and planned assessment techniques (including at least one authentic assessment),
2. Unit calendar,
3. Specific daily lesson plans, including support materials should be included for any **five** block-length lessons or ten period-length lessons from the unit (which shall include at least one lesson emphasizing literature study, one emphasizing writing, and one emphasizing oral language); each making clear connections between stated objectives and planned assessment.
4. The unit plan must also include a rationale in which you explain your use of theory and research to argue for an approach to instruction that focuses on students’ varied uses of language; both oral and written.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards, a rubric attached to this syllabus.. The unit plan assignment is aimed at helping English education candidates consider how their students’ varied uses of language and no-print media can be related to the study of literature and visual and written composition. As such the English evaluation rubric focuses on NCTE Standards 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, and 4.8.

WORK NOT COMPLETED OR FAILURE TO UPLOAD TO TASKSTREAM BY DUE DATE WILL RESULT IN AN “F” IN THE COURSE. FINAL PRODUCT IS DUE TO TASK STREAM BY MIDNIGHT ON _____.

All assignments will be graded using a system developed by Lisa Green, English department chair at Robinson Senior Secondary School. Eligible, *complete* assignments (with the exception of oral exams, the “Theory of Teaching English” paper, and the Field Experiences Report) may be revised and/or edited and resubmitted for a “higher grade” up until the final deadline of . Each *complete* assignment handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). ***Incomplete assignments handed in on the initial due date or late will not be eligible for revision and resubmission.*** Eligible assignments may be revised and resubmitted as many times as you wish until the final deadline. At that point of “final deadline” (), codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

The grading system for graduate courses at GMU is as follows: A+, A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

A+ = 97 – 100	B+ = 87 – 89	C = 70 – 79	F = -70
A = 94 -96	B = 84 – 86		
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.

Grades of “A” in the course are earned by students who do exemplary, distinguished work. The A+, A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

EDCI 479/669 assignments are weighted as follows:

Attendance and Participation	8
Writer’s Notebook (at-home, online and in-class writings)	5
Participation in ROMP/Reflective Paper	10
Multi-Genre Research Paper	25
Lesson Plan	20
Fieldwork Packet	7
Unit Plan	25

Schedule of Topics and Assignments

Appendix A

NOTE: Schedule is subject to change depending on student need and other factors. Students will be notified via email and in class as soon as possible if changes are made.

Date	Topic	Assignments/Readings due NEXT class
1/23 1	Introduction/Course overview, Review of WNB, History as Reader	<ul style="list-style-type: none"> • Appleman chapters 1-5 • Bomer chapter 10 • Smagorinsky chapter 9 • Read first ½ of <i>Give the Boy a Gun</i> • Reflect in your WNB on readings • History as a Reader WNB entry
1/30 2	Poetry Invitations to Learn, Intro to the lesson plan and Unit Plan Assignments, Developing PRGs (Team Building)	<ul style="list-style-type: none"> • Bomer chapters 1-3, 17 • Smagorinsky chapter 10 • Read second ½ of <i>Give the Boy a Gun</i> • Reflect in your WNB on the readings • Begin working on lesson plan pairing <i>Give the Boy a Gun</i> with other text(s) thematically
2/6 3	Reader Response/Lit Theory, Feminism, Marxism, etc., Symbolic Story Representation, PRG: Lesson Plan	<ul style="list-style-type: none"> • Appleman chapters 6-9 • Burke chapter 4 • Using <i>Give the Boy a Gun</i>, create a Symbolic Story Representation to share next class • Work on lesson plan
2/13 4	Lit Circles on MGRP, Intro to the MGRP Assignment (Lit Circle Assignments), PRG: MGRP ideas & Lesson Plan	<ul style="list-style-type: none"> • Burke chapter 17 • Reflect in your WNB on reading • Also in your WNB, attempt a feminist reading response on a section of <i>Give the Boy a Gun</i> and reflect on the impact that has on your reading • Work on MGRP and lesson plan
2/19 5	Vocabulary Instruction, Differentiating Instruction, Cooperative Learning Strategies, PRG: MGRP & Lesson Plan	<ul style="list-style-type: none"> • Burke chapter 10, • Holden and Schmit, chapters 2- 4 • Bomer chapter 8 – 9; • Reflect in your WNB on the readings, and be prepared to engage in discussion on these chapters next week. • Using <i>Give the Boy a Gun</i> , attempt a Marxist reading response in your WNB, and reflect on the impact that has on your reading • Lesson Plan due next class meeting • Work on MGRP
2/26 6	Unit Planning, Discussion Strategies, Annotations,the Literary Essay Assignment, PRG: MGRP and Unit Plan ideas	<ul style="list-style-type: none"> • Burke chapters 12, 13 • Read “Gutenberg Elegies” handed out in class • Reflect in your WNB on the readings. • Complete first Lit Circle Assignment • Work on MGRP and Unit Plan
3/5 7	Visual Literacy/Film in the English classroom, ROMP Lit Circle, PRG: MGRP & Unit Plan	<ul style="list-style-type: none"> • Bomer chapter 14 • Reflect in your WNB on the reading. • Respond to ROMP partner(s) on Bb • Work on MGRP and Unit Plan

3/13	Spring Break	
3/20 8	Technology in the English Class, ROMP Lit Circle, Writing Workshop , PRG: MGRP & Unit Plan	<ul style="list-style-type: none"> • Bomer chapters 4-7 • Reflect in WNB on readings. • Respond to ROMP partner(s) on Bb • Work on MGRP, Tech Toolbox and Unit Plan
3/27 9	Sustained Silent Reading/Choice, Mandalas, Sweet Summer ROMP Lit Circle PRG: MGRP & Unit Plan	<ul style="list-style-type: none"> • Burke, chapter 16, 18, & 20 • Reflect in WNB on readings. • Respond to ROMP partner(s) on Bb • Work on MGRP, Tech Toolbox and Unit Plan • Unit plan due next class
4/3 10	RAGs, Assessment: Rubrics and Portfolios, ROMP Lit Circle, PGR: MGRP	<ul style="list-style-type: none"> • Holden and Schmit chapters 8-12 • Burke chapters 14-15 • Reflect in your WNB on readings. • Respond to ROMP partner(s) on Bb • Look for a text to pair with your ROMP Lit Circle book and be prepared to share next class • Work on MGRP • Complete Tech Toolbox due next class
4/10 11	Performance techniques to teach drama, Slam Poetry ROMP Lit Circle, PRG: MGRP & Unit Plan	<ul style="list-style-type: none"> • Burke chapters 14 -15, • Holden and Schmit chapters 1, 5, 7 • Reflect in WNB on readings. • MGRP due next class •
4/17	Class Cancelled: FCPS Spring Break	<ul style="list-style-type: none"> • Burke chapters 22 and 25 • Reflect in WNB on reading • Work on Tech Toolbox
5/1 12	Socratic Seminar, Differentiating Instruction	
5/8 13	Teaching Philosophy, Course Wrap-up and Reflections	<ul style="list-style-type: none"> • Holden and Schmit chapters 13-14 • Reflect in WNB on readings. • Field Experiences due next class • Technology Toolbox due next class
5/15 14	Brion's	Last Class

Unit Plan. As a culminating project for this course, each student will use the "backwards design" process to develop a unit plan (4-6 weeks) for teaching a literature-based unit which revolves around a theme, actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing, oral language, and language study; and provides for authentic assessment. The unit must be thematic, use a variety of texts, build on the strengths and meet the needs of a diverse student population. Long-range plans will include: a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques, the backwards planning chart, and a unit calendar. Specific daily lesson plans, including all support materials, should be included for any three lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. The unit's organization and methodological approaches should reflect current research and practice in the teaching of English/language arts.

Unit Plan Format:

- **Overview of Unit** (an posted on blackboard)
- **Unit Plan Pre-Organizer/Backwards Planning Chart** (handwritten notes are fine)
- **Unit Calendar** (word-processed, with enough detail that a substitute teacher could understand purposes, daily plans, and connections; five daily plans highlighted in some way)
- **Five lesson plans from the unit**
 - connection of daily lesson plan with larger unit
 - instructional objective(s) in learner terms
 - inclusion of specific SOL and NCTE benchmarks
 - planned assessment(s), both informal (formative) and formal (summative)
 - lesson procedures, detailed enough for a substitute teacher to teach from
 - follow-up plans (homework or summary of next day's plan)
 - list of lesson materials, resources, and equipment
 - all support materials attached

Suggestions for Planning the Unit:

Follow these suggested steps:

- **Select a focus.** Begin by selecting a focus for your unit plan, which must revolve in some way around the teaching of literature. Consider your own knowledge of and passions for literature; take a look at the literature curriculum for local-area public schools to create a thoughtful pairing. A thematic unit includes multiple works of literature with similar themes. Examples of thematic units: Surviving Against the Odds, The Search for Self, or The Power of Place (which could be used with *The House on Mango Street*, combined with short stories, personal narratives, and poetry in which place, home, and/or setting are key elements).

- **Select a target student population.** Browse the Virginia SOLs, and select what you believe to be an appropriate grade level for your unit. Example: Your unit focuses texts from American literature, so you select a grade level which specifically has SOLs for American literature; or, your unit focuses on metaphor, and you find metaphor on the list of SOL's for a specific grade level. *Note: In "real-life" teaching, you would, of course, **begin** with this step, as you would want to base your instructional planning on your knowledge of actual students and the required curriculum/SOLs for those students.*
- **Develop a set of essential questions and enduring understandings, knowledge, and skills for the unit.** What are the major learnings to be gained from your unit? What will you expect your students to know and be able to do at the end of the unit? How will your unit create a learning environment in which all students can engage in the learning? In what ways will you use the pieces of your unit to help students become familiar with their own and others' cultures, and understand the role of arts and the humanities on their lives? Examples that could be used in connection with units revolving in some way around *The House on Mango Street*: What is the role of "place" in our lives? Why is it that humans often experience the conflicting desires to escape their pasts and yet also be drawn back home? Who is Esperanza? What are her key experiences, feelings, and goals as she moves through her early adolescence? How does her development parallel the development of adolescents in general? What is a vignette? Who is Sandra Cisneros, and how would you describe her writing style? What is imagery? How does Cisneros use imagery in *The House on Mango Street*, and how can I incorporate imagery in my own writing?
- **Consider possible ways to assess student learning.** Once you have identified essential questions/enduring understandings and key knowledge and skills for your unit, try to generate possible ways of assessing what your students have learned. Examples, based on the suggested understandings listed above in #3: a literary analysis essay on the writing style of Sandra Cisneros, a final project that asks small groups of students to discuss the role of place in literature and life, the writing of a personal narrative containing strong imagery.
- **Work with the backwards planning unit pre-organizer chart.** Now, begin to get more detailed in your thinking. Try filling out the unit plan pre-organizer chart with possible essential questions, enduring knowledge and skills, instructional goals in multiple strands of the language arts, SOL's, benchmarks, and assessments that might become the basis of the unit. List more than you will need/use in the end. Remember that once you identify planned assessments, you will need to do some *task analysis* to consider what knowledge and skills students will need in order to successfully complete your assessments. *Note: The term "benchmarks" refers to the bulleted lists that appear under the larger, more holistic SOL statements.*

6. Generate a long list of possible teaching ideas that will support your students' learning of your unit's key goals and their successful achievement on your unit's major assessments. Here's where you can begin to really think about the details of instruction. Get online for some lesson plan ideas. Look back on course notes for activities we've talked about or actually done during class sessions. Remember your own best experiences from school. Be creative! List all sorts of possible ideas for instructional activities, ways to adapt instruction to meet the needs of your targeted age group and ability level, methods for incorporating media and technology, etc.

etc. You'll probably end up with many more ideas and possibilities on this pre-planning chart than you will ever be able to use in your unit.

- 7. Create a mini unit calendar.** Once you've done lots of idea generation, it's time to try and see how it can all fit together in an organized way. Here's a hint for an approach to preliminary calendar planning: (a) create a generic Monday through Friday monthly calendar on a large piece of paper, (b) write possible ideas for daily activities and assessments on small "stickies", (c) move your stickies around on your calendar until you begin to get a sense of a workable plan. You will almost certainly end up abandoning some of the ideas on your stickies; remember that it is far more important to teach for understanding than to teach for coverage.
8. **Write the required Overview of the Unit (format available on Blackboard).** Once your calendar is done, follow the steps below to write a brief overview of the unit. Note: No section below needs to be longer than five sentences, and you can just *list* elements and examples where appropriate.
- Unit Focus.
Identify the broad thematic focus of your unit.
 - Intended Grade Level.
Identify the grade level or course for which you have geared your unit.
 - Narrative Overview of Unit.
Provide a 3-5 sentence overview describing your unit plan. Assume that your reader is another teacher who needs a quick summary of the key components of your unit.
 - Essential Questions/Enduring Understandings.
List your unit's essential question(s) and enduring knowledge and skills. What are the most important learnings your students will gain from this unit? Provide a picture of why this unit is important. See #3 above.
 - Major Goals and Objectives.
List the major instructional goals/objectives; include the key Standards of Learning addressed in your unit.
 - Major Unit Assessments.
List the major assessments planned for your unit. These major assessments should provide a way of assessing whether your students met the unit's major instructional objectives.
 - Task Analysis for Major Assessments.
Think carefully about the knowledge and skills your students will need in order to perform satisfactorily on your major assessments. List the knowledge/skills required here; and then keep in mind that the identified knowledge/skills must be *taught* as part of the unit or have been previously taught and learned.
 - List of Planned Instructional Procedures.
List the major instructional procedures and activities planned for your unit. Check to make sure that your list represents multiple strands of the language arts and various teaching methodologies.
 - Description of Intended (or Imagined) Students.
Here, describe your target students for the unit. Again, grade level and/or course? Characteristics of your learners? Background knowledge of your learners?
 - Possible Unit Adaptations to Meet Strengths and Needs of Learners.
In this section, describe some ways in which you could adapt your mini-unit to meet the needs of your students. Consider factors related to motivation, culture, language, special needs, literacy issues, etc.

Write lesson plans. By now, you've got a good overall sense of your unit represented in both your Unit Overview and your Unit Calendar. Now it's time to begin working on more detailed plans for daily lessons. Peruse your unit calendar, and select days for which you will now develop detailed plans. Plan for a teaching schedule based on 90-120 minute block periods that meet every other day, then please write up five daily lesson plans. *Please put an asterisk on each day of your unit calendar for which you develop a specific daily lesson plan.* Of the required lesson plans, at least one fully articulated plan must include activities designed to help students with language-related knowledge and/or skills integrated in such a way as to demonstrate your understanding of best practice methodology.

GEORGE MASON UNIVERSITY
College of Education and Human Development

Secondary Education Program

UNIT PLAN NCTE Evaluation Rubric English

Name of candidate _____

Date _____

This English rubric is supplemental to the Secondary Education Program's Pre-Service—General Evaluation Rubric. These guidelines and rubric describe the planning performance standards in the College of Education and Human Development at George Mason University that secondary school pre-service teachers need to meet before proceeding to their internship/student teaching. During the methods course for Teaching English in the Secondary School (EDCI 569), each pre-service teacher will design a two-to four-week unit plan for teaching. Two rubrics will be used to assess planning: a general rubric and subject specific rubric (for English, this is the NCTE rubric). If the average score for any standard is less than a one (1), materials must be re-submitted per instructions from your instructor.

Rating		Description
0	Unacceptable	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. Specifically, a score of zero (0) is given when there is no evidence of the pre-service teacher's attempt to meet a particular NCTE standard, OR the attempt is Unacceptable, as defined by NCTE.
1	Marginal	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning. Specifically, a score of one (1) is given when the pre-service teacher <i>marginally</i> meets the Acceptable level of criteria for a NCTE standard.
2	Meets Expectations	The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning. Specifically, a score of two (2) is given when the pre-service teacher <i>fully</i> meets the

		Acceptable level of criteria for a NCTE standard.
3	Exceeds Expectations	The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning. Specifically, a score of three (3) is given when the pre-service teacher fully meets the Target level of criteria for a NCTE standard.

**NCTE/NCATE STANDARDS
for
Initial Preparation of Teachers of Secondary English Language Arts
Grades 7–12**

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. AS A RESULT, CANDIDATES

Standard 1: Attitudes for the English/Language Arts

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues.	Make meaningful connections between the ELA curriculum and developments in culture, society, and education	Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.

Score (Circle One): 0 1 2 3
 Evidence:

Standard 2: Knowledge of the English Language

NOT ACCEPTABLE	ACCEPTABLE	TARGET
<p>Demonstrate little knowledge of how to recognize the impact of cultural, economic, political, and social environments on language.</p>	<p>Demonstrate an awareness in their teaching of the impact of cultural, economic, political, and social environments on language.</p>	<p>Use both theory and practice in helping students under-stand the impact of cultural, economic, political, and social environments on language.</p>
<p>Demonstrate little knowledge of the evolution of the English language and the historical influences on its various forms.</p>	<p>Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching.</p>	<p>Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning.</p>

Score (Circle One): 0 1 2 3
 Evidence:

Standard 3: Knowledge of Literacy

NOT ACCEPTABLE	ACCEPTABLE	TARGET
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Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy.	Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.	Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.
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NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts.	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities.	Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

Score (Circle One): 0 1 2 3

Evidence:

Standard 4: Knowledge of Reading Processes

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show limited ability to respond to and interpret what is read.	Respond to and interpret, in varied ways, what is read, teaching their students how to do this.	Integrate into their teaching continuous use of carefully designed learning experiences.

Score (Circle One): 0 1 2 3

Evidence:

Standard 5: Knowledge of Composing Processes

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action.	Produce different forms of written discourse and understand how written discourse can influence thought and action.	Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

Score (Circle One): 0 1 2 3
Evidence:

Standard 6: Knowledge of Literature

NOT ACCEPTABLE	ACCEPTABLE	TARGET
<p>Show little knowledge of, or use of, a variety of teaching applications for:</p> <p>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.</p>	<p>Know and use a variety of teaching applications for:</p> <p>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.</p>	<p>Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for:</p> <p>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.</p>

NOT ACCEPTABLE	ACCEPTABLE	TARGET
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Score (Circle One): 0 1 2 3
Evidence:

Standard 7: Knowledge of Media and Technology

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction.	Incorporate technology and print/nonprint media into their own work and instruction.	Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.

NOT ACCEPTABLE	ACCEPTABLE	TARGET
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Score (Circle One): 0 1 2 3
Evidence:

Standard 8: Knowledge of Research in ELA

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show a lack of knowledge of the major sources of research and theory related to English language arts.	Use major sources of research and theory related to English language arts to support their teaching decisions.	Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate.

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Score (Circle One): 0 1 2 3
Evidence:

Standard 9: Pedagogy for the English Language Arts

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.	Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication.

Score (Circle One): 0 1 2 3
 Evidence

9.

STANDARD	SCORE
1. Attitudes for English Language Arts	

2. Knowledge of the English language	
3. Knowledge of literacy	
4. Knowledge of reading processes	
5. Knowledge of composing processes	
6. Knowledge of literature	
7. Knowledge of the media & technology	
8. Knowledge of research in ELA	
9. Pedagogy for English Language Arts	
Mean Rating	

NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.