SEED 669-001: Advanced Methods of Teaching English in the Secondary School
3 Credits, Spring 2024
Mondays, 4:30 – 7:10 pm, Aquia 347 (Fairfax Campus)/Hybrid

FACULTY
Name: Marriam Ewaida, Ph.D.
Office Hours: By appointment (phone or virtually)
Office Location: Program Office – Thompson Hall 1800 (Fairfax Campus)
Office Phone: 703-993-3696
Email Address: mewaida@gmu.edu

PREREQUISITES/COREQUISITES
Pre-requisites: SEED 569 (Requires minimum grade of B); SEED 522 and SEED 540
recommended
Co-requisite: EDRD 619

UNIVERSITY CATALOGUE COURSE DESCRIPTION
Guides students in working effectively with national and local standards for teaching secondary
English. Note: School-based clinical experience required. Offered by School of Education. May not
be repeated for credit. Equivalent to EDCI 669.

COURSE OVERVIEW
The Secondary Education (SEED) Program "Seeds"
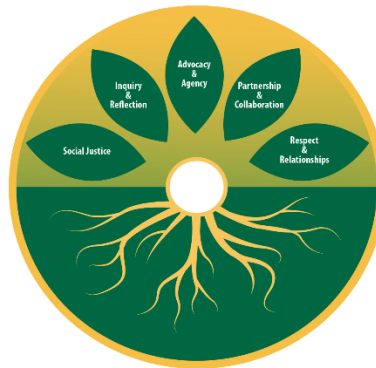
As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that
students are expected to understand and learn to apply in their teaching and professional lives:
Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and
Respect and Relationship. SEED students address each Seed in a developmental fashion, twice
during their licensure program and once again during the master's teacher research capstone
experience:
- Each Seed is introduced and students demonstrate initial understandings and consider initial
  applications to teaching of the Seeds (as determined by the program and course instructor)
  during one of the five pre-licensure courses ("Foundations," Methods I, Human Development,
  Methods II, Content Literacy)

- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
"Foundations of Secondary Education"	**"Advocacy and Agency"** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	**Multi-Genre Blog** The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate's teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate's understanding of why and how they will advocate for their students' well-being and success and help their students develop greater agency in school and beyond.
Methods I	**"Social Justice"** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. recognize and critique social inequities,	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability integrate justice concepts/content into their instruction.

"Human Development and Learning"	**"Relationships with and Respect for Youth"** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success.
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.

	"Collaboration and Partnership"	**Disciplinary Literacy Inquiry Project**
Content Literacy	The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning.
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

COURSE DELIVERY METHOD

This course will be delivered using a **hybrid** (in-person, face-to-face/asynchronous online sessions) format. Virtual sessions will occur five times across the semester, and individual writing conferences will be held three times across the semester. Please note that during virtual sessions our class will meet via Blackboard and other Web-based technologies. Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to the course.

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this fall on the Fairfax campus. **Students are expected to attend every class session in the mode that is offered.** If you must miss a class session for illness or another

valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

During class meetings there will be large group, small group, and individual activities. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructors and must be active by the first week of class. Please inform me of any accessibility problems the first day of class. In general, we will engage in four activities during our time together:

1. Mini-lectures, activities, and discussions related to English instructional methods led by the instructor and course participants and supported by the course texts and other selected readings.
2. Discussions of the week's readings led by the course instructor and course participants.
3. Small group meetings in which students concentrate on selected activities and readings, providing feedback and support for each other's lesson plans and projects.
4. Individual, small group, and whole group meetings to engage in writing conferences and discuss readings, teaching planning efforts, class projects, and clinical experiences.

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching skills.

Technical Requirements
To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Online course sessions and modules will be hosted on Blackboard. A variety of Blackboard media will be used for asynchronous class meetings.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

Expectations
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- You are expected to use proper in person and online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor can be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit http://www.albion.com/netiquette/corerules.html

LEARNER OUTCOMES AND OBJECTIVES

SEED 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 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).

PROFESSIONAL STANDARDS

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 the National Council of Teachers of English (NCTE). Upon completion of this course, students will have met the following professional standards:

NCTE/NCATE Standards for Initial Preparation of
Teachers of Secondary Language Arts, Grades 7-12
Approved October 2012

Content Knowledge
I.   Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
   - Element 1: Candidates are knowledgeable about texts – print and non-print texts, media texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
   - Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

II.   Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
   - Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
   - Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize

the influence of English language history on ELA content; and they understand the impact of language on society.

- Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III.   Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
- Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.
- Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Content Pedagogy: Planning Composition Instruction in ELA

IV.   Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in

process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

- Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

V.   Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.
- Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.
- Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.
- Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Professional Skills and Knowledge

VI.   Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- Element 2: : Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.
- Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

REQUIRED TEXTS AND MATERIALS

Christenbury, L., & Lindblom, K. (2016). *Making the journey: Being and becoming a teacher of English language arts* (4th ed.). Heinemann. ISBN 978-0325078212

Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Heinemann. ISBN 978-0325081137

Moon, B. (2001). *Studying poetry: Activities, resources, and texts*. Urbana, Ill: National Council of Teachers of English. ISBN 978-0814148501

Zoboi, I., & Salaam, Y. (2020). *Punching the air*. HarperCollins.

Choice Text – You will be responsible for selecting a choice text from a list of texts available on Blackboard for use in your Literature Circles.

GoReact software license to complete and submit some course assessments. One time purchase of $31.99 for the semester.

Additional required readings will be assigned during the course of our class and will be made available on Blackboard and through the GMU Library databases.

RECOMMENDED RESOURCES

Students will need access to art, craft, and drawing materials, and a smart phone/digital camera. You are also recommended to obtain a student membership in either the National Council of Teachers of English and/or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *English Education*
- *Research in the Teaching of English*
- *Journal of Adolescent and Adult Literacy*
- *Rethinking Schools*

These are important texts to support your English-teaching life:

- Burke, J. (2012; 4th edition). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession.* Heinemann.
- Culham, R. (2018). *Teach writing well: How to assess writing, invigorate instruction, and rethink revision!* Portsmouth, NH: Stenhouse.

I would also recommend that you purchase any or all of the following volumes, as they are tremendous illustrations of a justice-focused English teacher in action:

- Christensen, L. (2009). *Teaching for joy and justice: Re-imagining the language arts classroom.* Milwaukee, WI: Rethinking Schools.
- Christensen, L. (2015). *Rhythm and resistance: Teaching poetry for social justice.* Milwaukee, WI: Rethinking Schools.
- Christensen, L. (2017). *Reading, writing, and rising up: Teaching about social justice and the power of the written word.* Milwaukee, WI: Rethinking Schools.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

COURSE ASSIGNMENTS (*See Blackboard for specific guidelines and evaluation rubrics for all assignments.)*

1. **Class Attendance/Participation (20 points)**
   By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Our face-to-face, synchronous, and asynchronous class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. You are expected to complete assignments for each class day, and contribute as both a listener and speaker in large and small group activities and discussions. We will begin each day with a "Write In" and end each day with a "Write Out"—a chance for you to reflect on the day's readings and the day's activities and begin to think about their relevance to our work.

   Attendance in this class is *critical*. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants. Absences and tardies will impact your grade. **Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course.** If you must be late to or miss a class, you must contact me ahead of time. Please note that this policy makes no distinction between "excused" or "unexcused" absences or tardies.

   My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. One of the most important commitments is to engage with students individually and in small groups, so that I can best understand your needs and goals and best support your growth. These individual interactions will

happen via conferences at various points across our class, via phone and web-based conferences as students desire, and via regular individual feedback that we provide on your discussion postings and assignments.

Below, I outline expectations for active participation and engagement in class:

Acceptable	Unacceptable
-participates *actively* in each class discussions and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc…). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of competition of course tasks -online classes: Student maintains video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-does not participate *actively* in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of completion of course tasks -online classes: Student maintains video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from class sessions -tardy to class sessions -departs early from class sessions
-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing, etc. -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (**NOTE**: DO NOT post pictures of children or classmates on <u>any</u> social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

2. **Wonder Notebook (10 points)**
   Field Experience notes, learning reflections and assignments, some completed in class and others as homework, will enable you 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. Wonder Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and the instructor.

Your Wonder Notebook should include TWO SECTIONS: (1) Field experience observation notes and reflections, and (2) Reflections on assigned course readings and class discussions.

Section 1: Field Experience Observation Notes & Reflections

In the Field Experience section of your Wonder Notebook, please **choose 3** of the following areas as foci for observation and reflection:

- *Curriculum and Instruction in Writing* – Reflect on 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, reflect on the objectives, procedures, and planned assessment with the teacher.

- *Student Writing* - Arrange for 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.

- *Curriculum and Instruction in Reading/Literature* – Reflect on 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, reflect on 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.

The number of entries will depend on your area of foci (e.g., if one of your areas of foci is "Curriculum and Instruction in Writing" you might need multiple entries to gather information related to your school's writing curriculum, your cooperating teacher's approach to writing, and observations of writing lesson plans, but if your area of focus is "Teacher Interview" you might be able to complete the entry in a single sitting).

<u>**Section 2: Reflections on Readings and Course Content**</u>
In this section of your Wonder Notebook, you will describe and/or illustrate a range of teaching and reading instruction and assessment ideas, activities, and their sources. Ultimately, each of these entries should address an element of your future reading instruction—big ideas and best practices that you want to be sure to remember and perhaps implement for your entire career. **Your final Notebook Section 2 must include a minimum of 5 entries**—gathered across the semester.

3. **Literature Circles – Group Project (20 points)**
   You will collaborate with your group members (3-4 members per group) to complete the following:
   a) Conduct a 10-minute literature circle each class (beginning in mid-February) on assigned chapters of a choice text which should include completed literature circle notes on assigned/selected responsibilities and perceptive and thoughtful contributions to the discussion. The notes will be collected after the presentation.
   b) An originally created (by your group), recorded 2-4 minute trailer or a self-selected technology-based artifact on the book, which should be discussed with the instructor prior to the presentation.
   c) Implement a 30-40 minute segment of the lesson plan and **NOT** a summary of the lesson; the segment should include **one collaborative instructional strategy** (examples - peer collaboration, fishbowl, discussion, think-pair-share), **and a reading strategy** (examples – concept map, summarizing, etc.), The lesson should focus on critical discourses and exploration of essential questions, overarching themes, plot elements, cultural and historical milieu, and/or global issues in the assigned chapters. The written lesson plan should be for a 90-minute block. The lesson is not related to your unit plan lessons; it is derived from your chapters of your choice text.

d) You are required to turn in an electronic copy of the lesson plan (one per group) as well as completed literature circle notes (handwritten or typed) on assigned/selected responsibilities on the day of your presentation. The entire presentation should not exceed 45 minutes.

4. **Clinical Experience Project/Video Reflection Task (20 points)**
During the Methods II clinical experience (30 hours), you will record yourself teaching a lesson for which you have developed a detailed lesson plan. You must develop a lesson plan (or co-plan it with your mentor) and record the lesson while teaching it. You are required to video record yourself teaching a 30-45-minute lesson and use the video (uploaded to the GoReact video coding platform) to reflect upon the lesson's effectiveness.

Holistic Reflection - Following the lesson presentation, write a reflective statement (3-4 pages) that includes technical, practical, and critical reflections related to your lesson. For this assessment, you'll apply Van Manen's (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):

- *Technical reflection* focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "Will using a timer help Susan stay focused on her work?")
- *Practical reflection* focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "Did using a 'flipped classroom" design allow my students to learn more, faster-than more traditional instruction?")
- *Critical reflection* includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?")

  SUBMIT: (a) the lesson plan for the recorded lesson on Bb, (b) the holistic reflection on Bb, (c) the video recording on GoReact, (d) log of fieldwork experience on Bb.

5. **The Social Justice Unit Plan (Performance-Based Assessment – 30 points)**
A Joint Project of SEED 569, "Teaching English in the Secondary School," and SEED 669, "Advanced Methods of Teaching English in the Secondary School"

A primary objective of any teacher preparation program is to aid future teachers in their development as instructional planners. And, as evidenced by the "Social Justice" Seed (primarily in SEED 569, English Methods I) and the "Inquiry and Reflection" Seed (primarily in SEED 669, English Methods II) and their application in our Methods courses,

the Secondary Education (SEED) program also has an explicit focus on students' consideration of social justice issues as education professionals, the integration of these issues into their teaching, and the need for intentional and thoughtful inquiry and reflection on instructional practices. These objectives are best addressed in the SEED English track through the cross-course development of the "Social Justice Unit Plan."

As a culminating project for both courses, you will use the "backwards design" process to develop a plan for teaching a five-week long, multi-genre, 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.

In SEED 669, you will focus on developing **TWO FULL LESSON PLANS**. The unit must center on a particular social injustice topic or theme, include at least one literary work(s), at least one "paired text", and it must explicitly appeal to and build on the strengths and needs of diverse student populations. Specific daily lesson plans, including all support materials, should be included for any full-length lessons from the unit; each lesson plan should also make clear connections between stated Virginia Standards of Learning (SOLs), relevant lesson objectives, and planned assessments. To evaluate how well these unit plans meet the NCTE standards for effective planning, the unit will be scored using an evaluation rubric based on those standards. **Below are the specific requirements for Methods II.**

- An overview of the entire 5-week,10-12-lesson unit, outlining specific texts, standards, objectives, and daily and formative assessments (Note: if you already took Methods II, you can use your middle/high school students' own "Stories of Injustice" as your unit's formal summative assessment).
- Focus on identifying appropriate Virginia reading and writing Standards of Learning (SOLs—from the Virginia Department of Education), design objectives and essential questions aligned to these standards, and ensure that students are engaging in writing processes in order to maximize success on the final summative writing assessment (i.e., the Story of Injustice).
- Develop TWO FULL lesson plans –In English Methods II, students will primarily focus on reading instruction strategies, integrated literary analysis of texts, instructional scaffolding, and differentiation of instruction.

In Methods II, eligible, complete unit plans may be revised and/or edited and resubmitted up until the final deadline. Each complete unit plan handed in will receive feedback from the professor and peers through at least three rounds of review. Feedback will require students to revise, edit, and resubmit for another round of review prior to final submission at the end of the semester. **Incomplete unit plans handed in on the initial due date or late will not be eligible for revision and resubmission.** Eligible unit plans may be revised and resubmitted as many times as you wish until the final deadline. At that point of "final deadline," letter grades will be assigned and no more resubmissions will be considered.

OTHER REQUIREMENTS

A. Attendance Policy & Participation

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation." See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6.

If you must be absent from class, inform the instructor **prior** to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1

In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

You will need a laptop computer in class each day. Please remember that it is easy for your electronic devices to be distracting to you and others. In order to create a positive learning atmosphere, electronic devices should only be used for educational purposes. Engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions and presentations is prohibited and will affect your participation grade.

Please see me with questions and/or concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I look forward to collaborating with each of you as you work towards your goals.

B. Assignment Guidelines

All assignments should be turned in (via email OR on Blackboard as noted in the course schedule) by either class time (if needed for class) or by 11:59 p.m. on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. You will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.) in addition to the requirements of each assignment. Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects. **Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.**

Policy on Incompletes: If circumstances warrant, a written request for an incomplete must be provided to the instructor for approval prior to the last class. Requests are accepted at the instructor's discretion. Your written request should be regarded as a contract between you and the instructor and must specify the date for completion of work. This date must be at least two weeks prior to the university deadline for changing incompletes to letter grades.

Assignments should be word processed using 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English. Be sure to use **APA format** (6th ed.) when providing citations for relevant research (see resources on Blackboard).

PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS. Electronic submissions **MUST** be saved with your last name in the filename. Ex: Ewaida_MiniUnitPlan.doc. Please combine your work into one file.

C. Use of Generative-Artificial Intelligence (AI) Tools

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

D. Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Important to note, the course scheduled may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

E. Student Evaluations of Teaching

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Toward the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

GRADING

<div align="center">

SEED 669

Assignment	Points
Class Attendance, Discussions, and Online Investigations (Participation)	20
Wonder Notebook	10
Literature Circles Group Project	20
Clinical Experience Project/Video Reflection Task	20
Unit Plan	30
Total	100

</div>

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Note: You will receive considerable qualitative, formative feedback on drafts and elements of your projects throughout our course; this is another instructional method that will be both employed and modeled, for your own future instruction. Because the final versions of most course assignments will not be due until the latter part of the semester, I will provide you with incremental (or partial) scores on all draft and revised project elements, to offer you quantitative assessments of your progress on these projects and of your grade status in our course.

Graduate (SEED 669) Grading Scale

A = 95-100%
A- = 90-94%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C = 70-79%
F = Below 70%

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found at: https://cehd.gmu.edu/teacher/professional-disposition.) Teaching is a demanding career that requires you to conduct yourself in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. It involves initiating tasks and following through in a timely manner. Establishing habits supportive of these dispositions is an important part of your preparation as an educator and as such will be emphasized throughout this course. See https://cehd.gmu.edu/students/polices-procedures/

PROPOSED CLASS SCHEDULE

(Face-to-face = F2F; ONLINE = activities completed synchronously online/ asynchronously as noted)

Note: *This schedule and all of its contents are subject to change, as we attempt to construct the most responsive, worthwhile learning experience possible.*

Date	Topic	Readings Due	Assignments Due
Class 1: Jan. 22nd F2F	• Introductions/Course overview • Teacher identity and reflection	• Christenbury & Lindblom (Chapter 1) • Gallagher & Kittle (Chapters 1)	• Identity Map (completed in class)
Class 2: Jan. 29th F2F	• Frameworks for Unit and Lesson Design • Outlining a unit and introductory activities	• Christenbury & Lindblom (Chapter 5) • Gallagher & Kittle (Chapter 2)	• None
Class 3: Feb. 5th F2F Writing Conferences Round #1	• Literature and Analysis • Clinical experience overview • Introduction to Literature Circles/Groups	• Christenbury & Lindblom (Chapter 9) • Read articles on Lit Circles (on Bb)	• Wonder Notebook Entry #1 - Unit Theme and Text proposal • Identify Choice Text for Literature Circles
Class 4: Feb. 12th F2F	• Literature and Analysis (continued) • Lesson Planning • Clinical experience check-in	• Gallagher & Kittle (Chapter 3)	• Wonder Notebook Entry #2 • Begin Literature Circles
Class 5: Feb. 19th ONLINE/ ASYNC	• Nonfiction and Informational Texts	• Christenbury & Lindblom (Chapter 6)	• Complete Online Investigations by 11:59 PM on 2/25 • Literature Circles
Class 6: Feb. 26th F2F	• Differentiated Instruction	• Christenbury & Lindblom (Chapter 8) • Articles on accommodations (Bb)	• Literature Circles • Wonder Notebook Entry #3 • Bring Lesson Plan #1 for Peer Review
NO CLASS ON MARCH 4th – SPRING BREAK			
Class 7: Mar. 11th F2F	• Vocabulary & Els • Writing Conferences #2	• Christenbury & Lindbolm (Chapter 7) • Read articles on Els (Bb)	• Literature Circles

Date	Topic	Readings Due	Assignments Due
<u>Writing Conferences Round #2</u>			

Class 8: Mar. 18th ONLINE/ ASYNC	• Writing Instruction
	  ○ Formulaic Writing
	  ○ Assessments
	• Genres
		• Moon (Chapters 1 & 2) Gallagher & Kittle (Chapters 6-8)	• Literature Circles
			• Complete Online Investigations by 11:59 PM on 3/24

Class 9: Mar. 25th ONLINE/ ASYNC	• Writing Instruction
	  ○ Models of Teaching Writing
	  ○ Evaluating Essays
	• Grammar
		• Articles on Instruction and Grammar (Bb)
		• Articles on 5 Traits of Writing (Bb)
		• Listen to NWP Radio Discussion
			• Literature Circles
			• Wonder Notebook Entry #4
			• Complete Online Investigations by 11:59 PM on 3/31

Class 10: Apr. 1st F2F	• Literature Circles – Group Presentations	• None	• Literature Circles – Group Presentations
Class 11: Apr. 8th ONLINE/ SYNC <u>Writing Conferences Round #3</u>	• Writing Conferences, Round #3	• None	• Lesson Plan #2 Draft • Wonder Notebook Entry #5
Class 12: Apr. 15th F2F	• Ethics and Social Justice	• Christenbury & Lindblom (Chapter 10)	• None
Class 13: Apr. 22nd ONLINE/ ASYNC	• Unit Plan Resources	• None	• Wonder Notebook Due • Video Analysis – Peer Review
Class 14: April 29th F2F	• Last Day of Class – Unit Plan and Field Experience Presentations • Course Evaluations • Dispositions Evaluation	• None	• Unit Plan Due • Unit Plan & Field Experience Presentations
May 6th (Exam Period – No Class)	• None	• None	• Field Experience Video/Reflection DUE midnight on 5/6

Last revised October, 2019

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

CORE VALUES COMMITMENT
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy

Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .