EDU 462: Principles and Practices of Teaching English
EDU 548: Issues and Applications in Secondary English

Fall 2015
Science 134
Monday 4:00 – 6:45 PM

Instructor: Dr. Mark Fabrizi
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Office: Webb 154
Phone: (860) 465-0659
Office hours: Mon. 3:00 – 4:00
Wed. 11:00 – 12:00
Thurs. 9:00 – 12:00
and by appointment

Course Description
This course covers the fundamental objectives and methodology in teaching English and includes a review of materials and programs in secondary schools, and the development of attitudes in using newer approaches. Field experience or teaching placement is required. The course will provide the knowledge and skills to enable teacher candidates to develop units of instruction and lesson plans appropriate for students with a broad range of learning needs.

Course Objectives
Objectives are derived from the National Council of Teachers of English (NCTE) standards for the National Council for Accreditation of Teacher Education (NCATE):

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.
 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.

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.

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.

Learners and Learning: Implementing 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.
Professional Knowledge and Skills

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.

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.

Relevant Websites

Common Core State Standards Initiative (www.corestandards.org)
Connecticut State Department of Education (www.sde.ct.gov)
ERIC database—Education Resources Information Center (www.eric.ed.gov)
International Reading Association (www.reading.org)
National Council of Teachers of English (NCTE) (www.ncte.org)
REAP.net—Regional Education Applicant Placement (www.usreap.net)

Relevant Journals
As a student in the field of literacy and ELA, you will find the following peer-reviewed journals pertinent to your personal and professional development:

ALAN Review
English Education
English Journal
Journal of Adolescent and Adult Literacy
Journal of Children’s Literature
Journal of Literacy Research
Journal of Writing Research

Language Arts
Language Arts Reading Research Quarterly
Reading Research and Instruction
Research in the Teaching of English
The Reading Teacher
The Writing Center Journal
Voices from the Middle
Required Texts


Recommended Texts


Course Requirements and Expectations

General: All assignments are due at the beginning of class and will NOT be accepted late without penalty. Assignments more than one week late may receive NO CREDIT. Exceptions to this and any other grading policy will be made at the discretion of the instructor on a case-by-case basis, if extenuating circumstances arise. All assignments must be submitted electronically through Blackboard, unless otherwise noted in the syllabus.

Final Grade Components:

10%  Class participation and attendance
10%  Discussion director
20%  Teaching a lesson (small groups)
60%  Course project: Unit plan portfolio

- Planning composition instruction (10 pts.)
- Annotated bibliography (20 pts.)
- Unit plan (30 pts.)

10%  Class participation and attendance

Assessed elements:
- Attendance in class
- Participation
- Incidental assignments
- Blog

Our successful learning experiences depend upon your active engagement with the course material. You must come to class prepared to participate fully in the learning process by arriving on time with all assignments submitted electronically prior to the start of class, and having completed the reading(s). You are also expected to participate actively and eagerly in our class discussions and activities.

This course is designed in a seminar/experiential format. You are expected to attend every meeting session, and your successful completion of numerous class assignments is contingent upon your collaborative participation in various class activities. There is no way to “make up” whatever might be missed if you do not attend. Absence from class will impair your ability to complete assignments successfully and will impact your final grade. If you miss class, you are accountable for the material covered; please contact your instructor prior to your absence. The instructor does not distinguish among reasons for an absence (i.e., there are no “excused” absences): You will not receive class participation credit for missed classes. (Adjustments and exceptions to this policy may be made at the sole discretion of the instructor if extenuating circumstances arise, but these must be discussed and negotiated confidentially with the instructor in a timely manner and will be considered on a case-by-case basis.)

Part of your grade for the course will be based upon your active participation, your level of preparedness for class activities, and your attendance in class as well as your thoughtful completion of incidental, non-graded, or formative assignments throughout the course.

All students are required to complete a BLOG prior to class for at least the first five weeks of the semester. You may use this space to reflect on class readings, student learning, pedagogy, assessment techniques, connections between coursework and your practicum experiences, implications of the application of theory, or any subject related to the course—as long as the blog demonstrates significant engagement with the teaching of English language arts. Blog topics may also be posted on Blackboard. Blog-hosting sites abound on the Internet, and most are free. You are responsible for emailing your instructor with a working link to your blog each week. Please remember that your blog is a representation of you as a professional and as a thinker. Consider that your future employer may be reading your blog one day.
10% Discussion director

EDU 462 UG: On your assigned date as Discussion Director (see Blackboard), you are expected to lead a 15-minute class discussion on ONE of the assigned readings or chapters for that day. This is not a presentation of the article; you are leading a class discussion such as you might have with your students. You must submit all of the following to Blackboard the day before you present:

- Provide an abstract of the reading—a half-page summary of the content (i.e., thesis or major idea)
- Identify and explain the most important concepts you learned from the reading. These should be framed as “talking points” about the reading and any visual aid (e.g., PPT slideshow)
- List four or five thought-provoking questions about the reading that you will pose to the class
- Identify way(s) you would incorporate the ideas of the reading into your class and how the ideas might impact your teaching

EDU 548 Grad: On your assigned date as Discussion Director (see Blackboard), you are expected to find and submit* one article relevant to the class topic for that day from an educational journal and lead a 20-minute class discussion on that article. Provide the bibliographic information and abstract to the class on a single handout, and include a visual aid (e.g., PowerPoint, Prezi, etc.) to facilitate the discussion. You must submit all of the following to Blackboard the day before you present:

- Provide an abstract of the reading—a half-page summary of the content (i.e., thesis or major idea)
- Identify and explain the most important concepts you learned from the reading. These should be framed as “talking points” about the reading and any visual aid (e.g., PPT slideshow)
- List four or five thought-provoking questions about the reading that you will pose to the class
- Identify way(s) you would incorporate the ideas of the reading into your class and how the ideas might impact your teaching

Discussion Director Rubric

<table>
<thead>
<tr>
<th></th>
<th>Target (10)</th>
<th>Acceptable (8-9)</th>
<th>Unacceptable (0-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Abstract is about ½ page long; encompasses the entire reading; well-written with no grammatical errors</td>
<td>Abstract is too long/short; encompasses most of the reading; clear writing with few or no grammatical errors</td>
<td>Abstract is far too long/short; ignores important aspects of the text; lacks clarity and/or contains several grammatical errors</td>
</tr>
<tr>
<td>Important concepts</td>
<td>Concepts identified are central to the text; concepts are explained clearly</td>
<td>Concepts identified are important to the text, but may not all be central; concepts are generally easy to understand</td>
<td>Concepts identified may be misunderstood or may be peripheral to the text; concepts are not clarified</td>
</tr>
<tr>
<td>Thought provoking questions</td>
<td>Questions are critical, challenging, and thought provoking; questions deal with concepts that are central to the text</td>
<td>Questions are interesting and compelling; questions deal with concepts discussed in the text but may not be central</td>
<td>Questions are superficial and require little thought; questions deal with peripheral or unrelated concepts</td>
</tr>
<tr>
<td>Impact on teaching</td>
<td>Discussion of the impact on teaching reveals a clear understanding of the issue and its relationship to teaching; discussion is specific and relevant to the text and to teachers of English</td>
<td>Discussion of the impact on teaching reveals some understanding of the issue, but its relationship to teaching may be unclear or vague; discussion is somewhat relevant to the text and to teachers of English</td>
<td>Discussion of the impact on teaching reveals a misunderstanding of the issue and its relationship to teaching; discussion is vague or unconnected to the text and/or irrelevant to teachers of English</td>
</tr>
</tbody>
</table>

*Failure to submit the article will result in a 20% penalty on this assignment. The article must be submitted electronically (e.g., as a PDF email attachment) at least one week before the presentation.
20%  Teaching a lesson

Each group will be responsible for teaching a 45-minute lesson to the class related to a young adult novel of your choosing appropriate to teach in a high school or middle school. In addition to delivering a lesson that helps to unlock the novel and is explicitly informed by critical literary theory, groups are responsible for incorporating into their lesson some other aspect of language arts instruction (see below):

**Group #1: October 5**
Content: Teaching pre-reading strategies

**Group #2: October 12**
Content: Teaching grammar and/or vocabulary

**Group #3: October 19**
Content: Teaching writing

**Group #4: October 26**
Content: Connective texts: Nonfiction

Expectations for the lesson:

- Decide on 1-2 objectives for the lesson
- Submit ONE lesson plan per group, using the lesson plan template provided (see Blackboard), before the day of the lesson
- Provide all materials (e.g., handouts, equipment, PowerPoint, etc.) on the day of the lesson
- Complete a reflection assessing your contribution to the project as well as the contributions of the other group members. The reflection should be 1-2 pages long, contain references to specific elements of the lesson, and reflect a deep, critical, thoughtful engagement with both the activity and the process. Submit the reflection electronically prior to the subsequent class session.

### Teaching a lesson: Rubric

<table>
<thead>
<tr>
<th></th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Measurable and clearly address(es) the aspect of ELA identified; explicitly informed by literary theory</td>
<td>Measurable and tangentially address(es) the aspect of ELA identified; implicitly informed by literary theory</td>
<td>Not measurable and/or does not address the aspect of ELA identified; literary theory is misunderstood or missing</td>
</tr>
<tr>
<td><strong>Lesson planning</strong></td>
<td>The lesson plan is complete and uses the template provided; lesson is logical, creative, challenging, and interesting; activities are clearly connected to, and support, the objective</td>
<td>The lesson plan is complete and uses the template provided; lesson may lack a logical flow or may not be compelling; activities are related to, but may not clearly support, the objective</td>
<td>The lesson plan is incomplete and/or does not use the template provided; lesson lacks a logical flow or is dull; activities are unconnected to, or do not support, the objective</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Materials enhance the lesson and clearly support the objective; smooth, equitable, and well-rehearsed delivery</td>
<td>Materials connect to the lesson, but may not fully support the objective; delivery is generally equitable</td>
<td>Some necessary materials are missing or do not clearly support the objective; delivery is unbalanced or clumsy</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Shows a clear representation of the candidate’s contribution to the project, in both planning and teaching; demonstrates a critical engagement with the activity</td>
<td>Shows a representation of the candidate’s contribution to the project, in both planning and teaching; demonstrates some intellectual engagement with the activity</td>
<td>Lacks a representation of the candidate’s contribution to the project, in either planning or teaching; demonstrates little intellectual engagement with the activity</td>
</tr>
</tbody>
</table>
60%  Course Project: Unit Plan Portfolio

Each teacher candidate enrolled in the Secondary English Certification methods course (EDU 462 or EDU 548) must complete a Unit Plan Portfolio that begins with an overriding theme, the rationale for focusing on that particular theme, and an annotated bibliography including a wide range of materials that may be used to enhance that theme. The other element of the Portfolio is a unit plan, including a final product, examples of daily lessons, a calendar or timeline, and a self-reflection. The main purpose for the portfolio is to demonstrate that you are knowledgeable about the materials available to enhance the theme, and that you are capable of planning both at the conceptual level and the daily level. The portfolio is something that you can use in your future teaching.

The design of the unit plan will be based on the constructivist ideas, conceptual framework, and “backward planning” model presented in the text book and discussed in class. They are to be designed with a focus on state and national performance standards. In order to pass the course and move on to student teaching, the candidate must receive at least an acceptable score on each area of the portfolio. Students may revise and resubmit in order to meet the acceptable standard. The portfolio must be neat and professional, and all pages must be numbered. Submit each assignment electronically (e.g., PDF) through Blackboard.

All three elements of this portfolio must be integrated coherently.

Assignment I: Planning composition instruction (10 points)

This portion of the portfolio will include the following:

- A personal **philosophy of writing instruction**. This is a brief statement (no more than a page) that details your beliefs about how writing should be taught in secondary schools. You may begin by addressing some or all of the following questions: What should a teacher emphasize when teaching writing? What approach should be taken? What are the most important considerations when designing a unit on writing instruction?
  - **EDU 548 Grad**: Provide three research articles that support your perspective; include a properly-formatted list of works cited
- A **unit outline** identifying significant assessments, major texts, topics of instruction, and specific CCSS strands that will be addressed
- A **narrative overview** of the unit that addresses all of the following questions:
  - How will you incorporate individual and collaborative strategies?
  - How will you incorporate technology into the unit to support and enhance writing instruction?
  - How does your unit address writing as a process?
  - How does the unit address the strategic use of language conventions in the context of writing?
  - What strategies did you include that require students to manipulate their rhetorical choices and language for a variety of audiences and purposes?
- At least one **formative assessment** intended to address the students’ progress
- A **summative assessment** for the unit that addresses the rhetorical situation: Audience, Exigence, and Purpose. The assessment should be in the form of a handout appropriate for your students that describes the task, including topic, genre (i.e., narrative, expository, or analytical), scope, formatting requirements, and other expectations.

- **Due: November 2**
Assignment II: Annotated bibliography and rationale (20 points)

This portion of the portfolio will include the following:

- **An overarching theme or concept** for a 30-day unit plan. When stated in the form of a research question or questions (i.e., an Essential Question), this key concept leads the students on a journey to formulate an extended response, incorporating the materials studied throughout the unit. The theme must encourage a critical stance, promote social justice, reflect an interdisciplinary approach, and provide purpose and continuity for the students.

- **A rationale** for the unit that includes the following:
  - A description of how the theme is relevant to the needs of adolescent learners that can also be shared with other stakeholders, such as parents and administrators. It also takes cultural and developmental needs into account.
  - A description of how the semester theme and the planned activities address state and national performance standards, including a wide range of learning goals (e.g., reading comprehension, writing, grammar, literature appreciation, literary analysis, etc.).
  - A list of learning goals for the unit (based upon state and national standards).
  - Citations referring to research and theory that support your selection of theme and its relevance to the needs of adolescent learners and the standards (min. of three/six sources).
  - A description of how the goals and objectives can be integrated and connected to other subject areas (i.e., interdisciplinary connections)

- **An annotated bibliography** of at least 30 examples of materials that can be used in the unit plan to help students formulate the extended response to the overriding question. Each entry must include a brief description of the material, as well as a rationale for its inclusion (i.e., how it contributes to student understanding of the key concept). The bibliography must have at least two entries for each of the following (label entries clearly):
  - Women writers
  - Writing by teens
  - Nonfiction texts
  - Short stories
  - Music
  - Internet sources
  - Writers of color
  - Fiction books
  - Poems
  - Drama
  - Movies
  - Graphic novels

- **Due: November 16**
**Annotated bibliography and rationale rubric**

The following rubric will be used for grading the mechanical portion of the bibliography and rationale. All indicators must be *acceptable* before moving on to student teaching. Missing items receive a score of zero for that element.

<table>
<thead>
<tr>
<th>Overriding theme or concept</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theme or concept is stated in the form of an engaging question that can be answered through a final product or project and promotes critical thinking</td>
<td>The theme is not in the form of a question and/or does not fully engage students, OR the connection to a final product is not obvious and logical</td>
<td>The theme is inappropriate or does not meet either of the necessary components</td>
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<table>
<thead>
<tr>
<th>Rationale: Relevance to needs of adolescents</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rationale contains a clear explanation of importance to adolescents, based on culture, development, careers, etc.; rationale is explicitly supported by clearly identified and cited** research</td>
<td>The rationale contains a basic explanation of importance to adolescent development, addressing few needs; rationale is implicitly supported by identified and cited** research</td>
<td>The rationale does not contain an explanation of importance to adolescents or is superficial; research is not identified clearly or is cited** improperly</td>
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</table>

<table>
<thead>
<tr>
<th>Rationale: Connection to content standards</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rationale contains a clear, explicit connection to state and national standards, and addresses a wide range of standards</td>
<td>The rationale contains a basic connection to state and national standards, or addresses a limited range of standards</td>
<td>The rationale contains an unclear connection to state and national content standards, and addresses a limited range of standards</td>
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<table>
<thead>
<tr>
<th>Rationale: List of unit goals</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rationale contains a list of clear, appropriate goals related to the standards that will be reached by all students by the end of the unit</td>
<td>The rationale contains a list of goals, but they may be unclear or not related to the standards</td>
<td>The rationale contains a limited list of goals, or the connection between these goals and the standards is missing</td>
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<table>
<thead>
<tr>
<th>Rationale: Integration with other content areas</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rationale contains a clear description of how the goals and objectives can be integrated and connected to other subject areas</td>
<td>The rationale contains a less-than-clear description of how the goals and objectives connect with other subject areas</td>
<td>The rationale contains few connections to other subject areas, or the explanations lack clarity and/or full development</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Annotated Bibliography: Quantity of relevant examples</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The annotated bibliography contains a minimum of 30 appropriate examples of materials and has at least two of every genre</td>
<td>The annotated bibliography contains 25-29 examples of appropriate materials and has at least two in every genre</td>
<td>The annotated bibliography contains 20-24 entries which may not be appropriate, or does not address every genre fully</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Annotated Bibliography: Rationale for inclusion of examples</th>
<th>Target (19-20)</th>
<th>Acceptable (16-18)</th>
<th>Unacceptable (0-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every entry contains a complete but concise description with an explicit connection to the theme; clearly explains why it is important that the entry be included</td>
<td>All entries are described, but some are superficially described or include an implicit connection to the theme; importance of the entry may not be explained clearly</td>
<td>Not all entries are described, or many are only superficially described; connections to the theme may be missing or unclear</td>
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</table>

**Note:** You must include a professional bibliography of research that you cite in your project with at least three (EDU 462) or six (EDU 548) sources.
Assignment III: Unit plan (30 points)

This portion of the portfolio includes the following:

- Provide a brief context for your unit, including your main goals (bulleted).
- A tentative calendar or timeline, showing a daily sequence of all the activities that fit into the 30-day unit plan. There should be evidence of assessments that contribute to or lead up to the final product or project.
- At least FIVE fully developed consecutive daily lesson plans for EDU 462 (at least EIGHT fully developed consecutive lesson plans for EDU 548) covering one or two objectives each. The plans should cover a range of learning objectives, including at least one objective that addresses each of the following:
  - Language conventions objective
  - Literature appreciation objective
  - Literary analysis objective
  - Informational text objective
  - Technology objective
  The daily lesson plans must satisfy the requirements of the ECSU lesson plan format (i.e., objectives, scaffolding, assessments, inclusion, etc.), and must include an assessment (pre-, post-, or formative). You are not required to actually create the assessment for each lesson; just describe what they look like and what data they will presumably yield (i.e., how they will be used).

- A description of the final product or project required of your students. The extended response to the overriding question (or theme) can take many forms, and it is represented by the culminating project of the unit. Create a final summative assessment, describe how it assesses student learning on the overriding question, and provide a scoring metric or rubric. Although student learning is monitored throughout the unit, this culminating project is the major summative assessment of your students.

- A final analysis by the candidate to show how the selection of materials, rationale, and unit plan met the following standards set forth in the NCTE/NCATE guide (see Blackboard): I, II (Element 3), III (Elements 1, 3-6), IV, and VI. The candidate must provide evidence that each of the standards have been addressed effectively, and provide written reflection on how the Unit Plan Portfolio demonstrates the candidate’s knowledge of ELA. A narrative reflection (5-10 pages; double-spaced; 12-point Times New Roman) must also specifically address candidate knowledge in the following areas:
  - Women authors
  - Authors of color
  - Critical literacy (and social justice)
  - Visual literacy and non-print media (e.g., film, television, the Internet, fine arts, etc.)
  - Technology
  - Informational text
  - Assessment

- Due: November 30
## Unit plan rubric

The following rubric will be used for grading the mechanics of the Unit Plan. All indicators must be acceptable before moving on to student teaching. Missing items will receive a score of zero for that element.

<table>
<thead>
<tr>
<th>Final product or project: Description</th>
<th>Target (28-30)</th>
<th>Acceptable (24-27)</th>
<th>Unacceptable (0-23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear description of an engaging product; explains how product assesses student learning on the semester goals and the overriding theme; appropriate in scope</td>
<td>The description of the product lacks clarity or does not adequately explain how it assesses student learning on the semester goals and the overriding theme; somewhat limited in scope</td>
<td>The description of the product is unclear or fails to explain how it assesses student learning on the semester goals and the overriding theme; obviously limited in scope</td>
<td></td>
</tr>
<tr>
<td>Contains a clear description of an effective scoring metric, such as a rubric, aligned with unit learning goals</td>
<td>Description of the rubric or metric is adequate, and is aligned with unit learning goals</td>
<td>Description of the rubric is missing or not connected to unit learning goals</td>
<td></td>
</tr>
<tr>
<td>The calendar is neat and logically organized; contains a brief description of every daily activity; activities are varied and based on a constructivist pedagogy</td>
<td>The calendar is easy to follow and contains a brief description for at least 26 of the 30 daily activities</td>
<td>The calendar is difficult to follow or contains fewer than 26 daily descriptions</td>
<td></td>
</tr>
<tr>
<td>The lesson objectives cover more than the six required areas of instruction, without overloading lessons with too many objectives</td>
<td>The lesson objectives cover five of the six required areas of instruction and are manageable within the lesson</td>
<td>The lesson objectives cover fewer than five of the six required areas of instruction or are clearly not manageable within the lesson</td>
<td></td>
</tr>
<tr>
<td>All objectives are specific and measurable; lessons include an appropriate assessment that is explained clearly and fully</td>
<td>Most objectives are specific and measurable; lessons include an appropriate assessment that may not be explained fully or linked clearly to lesson objectives</td>
<td>Most objectives are vague or not measurable; assessments are not clearly linked, or are explained superficially</td>
<td></td>
</tr>
<tr>
<td>All lesson plans include clear scaffolding in the methods section and could be easily followed by a substitute</td>
<td>At least four/seven of the lesson plans include clear scaffolding and can be easily followed by a sub</td>
<td>Fewer than four/seven of the lesson plans include clear scaffolding and could be followed by a sub</td>
<td></td>
</tr>
<tr>
<td>All lesson plans include effective differentiation strategies for all learners and fulfill the CT format</td>
<td>At least four/seven of the lesson plans include appropriate differentiation and fulfill the CT format</td>
<td>Fewer than four/seven of the lessons include inclusive methods and fulfill the CT format</td>
<td></td>
</tr>
<tr>
<td>The portfolio goes above and beyond the expectations set forth above—clear, precise, creative, thorough</td>
<td>The portfolio is easy to navigate and contains all of the required elements</td>
<td>The portfolio is missing any element, is formatted poorly, or is difficult to follow</td>
<td></td>
</tr>
<tr>
<td>The final reflection shows a clear representation of candidate learning in both planning and teaching, and a clear connection to all identified NCTE standards</td>
<td>The final reflection shows a representation of candidate learning in both planning and teaching, and a basic connection to most identified NCTE standards</td>
<td>The reflection lacks a representation of candidate learning, or there is a limited connection to NCTE standards</td>
<td></td>
</tr>
</tbody>
</table>
## Tentative schedule of classes

Below is a tentative schedule of the course proceedings. Changes may be made to make the course flow more logically or to allow more focus on a topic. Some due dates may be altered to benefit the students, but any changes will be discussed in class prior to their enactment. The readings below will be supplemented by additional selections as needed. Some selections may be deleted in the interest of time. Please come to class having completed the readings for that day.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required readings</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Introduction to the course</td>
<td>Course expectations and syllabus; overview of assignments and texts; pre-assessment</td>
<td></td>
</tr>
</tbody>
</table>
| September 14 | Planning instruction                                                 | Designing backwards; unit and lesson planning; differentiation in the English classroom; Common Core State Standards; Understanding by Design (UbD); traditional vs. block schedule | Required readings:  
- Golding, *Lord of the Flies*, chapters 1-4  
- Smagorinsky, *Teaching English by Design*, chapters 1-4, 8, 9  
- Common Core State Standards for English Language Arts ([www.corestandards.org](http://www.corestandards.org))  
- Gorlewski, “Standards, standardization, and student learning”  
- Marzano, “Planning for what students don’t know”  

Recommended:  
- Applebee, “Common Core State Standards: The promise and the peril in a national palimpsest”  
- Lawrence-Brown, “Differentiated instruction: Inclusive strategies for standards-based learning that benefit the whole class” |
| Assignments due: |  
- Blog #1 | |
| September 21 | Conceptual frameworks                                                 | Critical literacy; transactional theory; reader-response theory; literary criticism in the classroom | Required readings:  
- Golding, *Lord of the Flies*, chapters 5-8  
- Smagorinsky, *Teaching English by Design*, chapters 10-11  
- Cadiero-Kaplan, “Literacy ideologies”  
- Fecho, “Feasts of becoming: Imagining a literary classroom based on dialogic beliefs”  
- Lewison, “Taking on critical literacy: The journey of newcomers and novices”  

Recommended:  
- Garrison, “Individuality, equality, and creative democracy—the task before us”  
- Pultorak, “Reflectivity and teaching performance of novice teachers: Three years of investigation” |
| Assignments due: |  
- Blog #2 | |
| September 28: | Teaching a novel and transforming texts  
|-------------|---------------------------------------------------------------------------------|  
|             | Evoking issues and themes; teaching approaches and strategies (e.g., literature circles, Socratic seminars, cooperative learning and grouping techniques)  
| Required readings: |  
| • Golding, *Lord of the Flies*, chapters 9-12  
| • Groenke, “Raising 'hot topics’ through young adult literature”  
| • Stover, “‘Mind the gap’: Building bridges between adolescent readers and texts”  
| • Wold, “Scaffolding the English canon with linked text sets”  
| Recommended: |  
| • Gatti, “Seriously popular: Rethinking 19th-century American literature through the teaching of popular fiction”  
| • Norton-Meier, “In defense of crappy literature: When the book is bad but the literary thinking is rich”  
| Assignments due: |  
| • Blog #3 |  
|  
| October 5: | Teaching writing  
| The writing process; writing workshops; theoretical approaches to teaching writing  
| Required readings: |  
| • Smagorinsky, *Teaching English by Design*, chapters 5-6  
| • Butler, “Reconsidering the teaching of style”  
| • Frey, “A formative assessment system for writing improvement”  
| • Goodman, “Linguistic audacity”  
| Recommended: |  
| • N/A |  
| Assignments due: |  
| • Group #1 lesson  
| • Blog #4 |  
|  
| October 12: | Using writing to teach literature  
| Writing to learn; response journals; dialogue journals; creating text-dependent questions  
| Required readings: |  
| • Anderson, *Everyday Editing*, Introduction and Part I  
| • Burdan, “‘Walk with light’: Guiding students through the conventions of literary analysis”  
| • Fisher, “Text-dependent questions”  
| • Gallagher, “Making the most of mentor texts”  
| Recommended: |  
| • N/A |  
| Assignments due: |  
| • Group #2 lesson  
| • Blog #5 |  
|
### October 19: Evaluating and responding to student work

Using peer and group conferencing; teacher-student writing conferences; student self-assessment

**Required readings:**
- Smagorinsky, *Teaching English by Design*, chapter 7
- Byrnes, “Evaluating student work: A different kind of feedback”
- Wiggins, “7 keys to effective feedback”
- Supplemental student essays

**Recommended:**
- N/A

**Assignments due:**
- Group #3 lesson

### October 26: Multicultural perspectives on teaching literature

Cultural past vs. cultural present (and future?); classic vs. canonical texts; politics of literature

**Required readings:**
- Applebee, “Stability and change in the high-school canon”
- Pike, “The canon in the classroom: Students’ experiences of texts from other times”
- Pirofski, “Multicultural literature and the children’s literary canon”
- Welsh, “Using nonfiction texts to teach resistance in a democratic society”

**Recommended:**
- Boyd, “Book walk: Works that move our teaching forward: Using texts as a lens to study a diverse society”
- Faulkner, “‘Like you have a bubble inside of you that just wants to pop’: Popular culture, pleasure, and the English classroom”
- Lujan, “A train of thought”

**Assignments due:**
- Group #4 lesson

### November 2: Enlarging literary study

Literary nonfiction; intertextuality; interdisciplinary teaching; visual literacy; multimodal texts

**Required readings:**
- Bright, “Writing Homer, reading Riordan: Intertextual study in contemporary adolescent literature”
- Ehrenworth, “Unlocking the secrets of complex text”
- Frey, “Points of entry”
- Gainer, “Social critique and pleasure: Critical media literacy with popular culture texts”

**Recommended:**
- N/A

**Assignments due:**
- Planning composition instruction
November 9: Students, teachers, and the cultures of schooling  
Students and voice; cultural literacy; power and pedagogy; race in education  
Required readings:  
- Smagorinsky, *Teaching English by Design*, chapters 12-14  
- Curwood, “Fight for your right”  
- Ketter, “Transcending spaces”  
- Shafer, “Political language, democracy, and the language arts class”  
- Shafer, “Reflections on a democratically constructed canon”  
Recommended:  
- Advice for teaching in a rural school (several authors)  
- Benjamin, “Censoring girls’ choices: Continued gender bias in English language arts classrooms”  
- Gilbert, “Personally (and passively) yours: Girls, literacy, and education”  
Assignments due:  
- None

November 16: Inquiry-based learning and issues of language and power  
Teaching students, teaching skills; issues of power in the classroom; Bloom’s taxonomy in the English classroom  
Required readings:  
- Friedman, “Nurturing reflective judgment through literature-based inquiry”  
- Kress, “Multimodality: Challenges to thinking about language”  
- Wiggins, “The futility of trying to teach everything of importance”  
Recommended:  
- Duckworth, “The having of wonderful ideas”  
Assignments due:  
- Annotated bibliography and rationale

November 23: Investigating foundations in language  
Teaching grammar, punctuation, and vocabulary; students as researchers  
Required readings:  
- Anderson, *Everyday Editing*, Part II, chapters 6-10  
- Campbell, “The power of the listening ear”  
- Dean, “Shifting perspectives about grammar”  
- Flynn, “The language of power”  
- Ruwe, “International quidditch”  
Recommended:  
- Krathwohl, “A revision of Bloom’s taxonomy”  
- Schuster, “Beyond grammar”  
Assignments due:  
- None
November 30:  Assessment paradigms  
Using writing portfolios; portfolio and authentic assessment; a place for multiple choice?  
Required readings:  
- Abrams, “Achieving through the feedback loop”  
- Allen, “Test-smart language users: Understanding the language of testing”  
- Noskin, “Toward a clearer picture of assessment”  
- Quintero, “Teaching to the test when one size doesn’t fit all”  
Recommended:  
- Hillocks, “How state assessments lead to vacuous thinking and writing”  
- Salvio, “Ninja warriors and Vulcan logic: Using the cultural literacy portfolio as a curriculum script”  
Assignments due:  
- Unit plan  

December 7:  Course closure  
Post-assessment; final thoughts; course evaluations  

Grading Scale  
<table>
<thead>
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<th>Percentage</th>
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<tbody>
<tr>
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<td>C-</td>
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<td>60-69</td>
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Students with Disabilities  
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.  

Classroom Recording by Students  
Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern’s Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:  

“Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action.”  

A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.
Academic Services Center

Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management, and understanding learning styles. Fall 2015 hours: (tutoring) Sun. 2-9, M.-Th. 9-9, Fri. 9-5, Sat. closed; (advising) M.-Th. 9-7, Fr. 9-5, Sat.-Sun. closed. For further information, call 465-4310 or check the ASC website at http://www1.easternct.edu/asc

Academic Misconduct

Students should read and understand Eastern’s Academic Misconduct Policy, which can be found in the Eastern Student Handbook at http://ecsu-svkb2.easternct.edu/index.php?View=entry&EntryID=307. Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one’s own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

Note on the Syllabus

Faculty reserve the right to make changes to the course syllabus as needed. However, every attempt will be made to keep such changes to a minimum and are usually made in response to university, program, or Connecticut State Department of Education rules or regulations.

Electronic Communication

Students are expected to receive, read, and respond to their email in a timely fashion. Some communications may be time-sensitive or contain important classroom announcements, and students are responsible for checking their email so they can react to such information. Additionally, all electronic communications relevant to the course should take place within the ECSU email system. Do not assume that email sent by outside providers will be received by your professor.

Filing of Candidate Work

For the sole purposes of course and program improvement and for program accreditation, student work will be archived. If or when samples of work are shared with stakeholders, all identifying information will be removed. If you would like for your work not to be used for these purposes, you must submit a written request to the professor by the third week of coursework.

Writing standards

It is expected that all written work will reflect professional standards of communication. Proper punctuation, capitalization and spelling, complete sentences, and generally accepted rules of grammar are the hallmark of educated professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use Times New Roman font, 12-point size, double-spaced.