I. COURSE DESCRIPTION

Bulletin Description. Methods, techniques, content, and materials for teaching English in the high school.

Expanded Description. Methods of Teaching HS English and its corresponding Field Experience has been designed to serve as preparation, application, and reflection of basic methods for teaching English in grades 9 through 12. Emphasis is placed on a constructivist, unit-based approach to teaching to the Indiana standards for English/Language Arts—one that integrates literature, writing, grammar, poetry, drama, speech, and mass media. Approaches to planning, preparing, guiding, reinforcing, managing, and evaluating students’ acquisition and growth of English concepts will be the WHAT of this course. The field experiences in the high school grades will provide for the HOW and WHEN. These experiences are designed to integrate the content (subject matter of English) of the presentation-demonstration-planning-discussion sessions with context (experiences with pedagogy of teaching in the English classroom). While all activities and required assignments are designed in accordance with the School’s initial program, this course will focus directly on the “Higher Order Thinking Skills” and “Instructional Design & Delivery” outcomes.

II. SCHOOL OF EDUCATION MODEL

This required course in the School of Education’s Secondary Education Program reflects the program outcomes and principles of the “Reflective Professional” Conceptual Framework. The nine program outcomes of the Reflective Professional model are presented in the summary chart below; the course objectives are keyed to the respective outcomes within the chart.

<table>
<thead>
<tr>
<th>Reflective Professional Outcomes</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Communication Skills</td>
<td>4, 5, 7, 8, 10, 12</td>
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<tr>
<td>Higher Order Thinking Skills*</td>
<td>2, 3, 7, 11</td>
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<tr>
<td>Instructional Media &amp; Technology</td>
<td>6, 7, 8</td>
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<tr>
<td>Learning &amp; Development</td>
<td>1, 2, 3, 4, 6, 7, 10, 11, 12</td>
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<tr>
<td>School Culture &amp; Diversity</td>
<td>1, 2, 5, 9, 10</td>
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<tr>
<td>Instructional Design &amp; Delivery*</td>
<td>3, 4, 5, 6, 7, 8, 11</td>
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<tr>
<td>Classroom Management</td>
<td>4, 9, 11, 12</td>
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<tr>
<td>Assessment &amp; Evaluation</td>
<td>3, 4, 5, 6, 7, 8, 11</td>
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<tr>
<td>Professional Responsibility</td>
<td>1, 2, 8, 9, 11, 12</td>
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*The program outcomes and principles asterisked above are those that are especially targeted in this course.

COURSE OBJECTIVES
Complementing the NCTE standards, program outcomes and dispositions of the School’s “Reflective Professional” conceptual framework, EDUC M469 is designed to help you accomplish the following instructional objectives for teaching English language arts in the secondary schools:

Pre-service teacher candidates will …

1. provide students with a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. provide students with a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. guide and direct students' abilities to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They will be guided to draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. guide and direct students' abilities to adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. guide and direct students’ ability to employ a wide range of strategies as they use different writing process elements appropriately to write to different audiences for a variety of purposes.

6. guide and direct students’ abilities to apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. direct students' abilities to conduct research on issues and interests by generating ideas and questions, and by posing problems. They will support students’ skill to gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. provide opportunities for students to use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. foster students’ understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. assist students whose first language is not English in making use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. develop students’ ability to participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. provide continuous opportunities for students to use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

INITIAL PROGRAM DISPOSITIONS

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your classroom participation, projects, and assessment activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students' world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

TEACHING STYLES

The following teaching styles, approaches and management techniques that I will employ in this course are designed to model for you the very methods of assessment and teaching identified for inclusion in this course:

- Guided discovery
- Socratic seminar discussion
- Across-content integrated instruction
- Multimedia/hypermedia presentations
- Multicultural literature/media
- Direct instruction
- Reflective simulation/problem-solving
- Cooperative learning/grouping

In every setting, I will use the strategies and techniques of this course in simulation to provide you with the experience of being the “student” with the approach before turning over responsibility to you for taking the role of the teacher in preparation and delivery.

III. COURSE MATERIALS

The text listed below is required and should be brought to each class session. This text is available at the IUN Bookstore. You should also obtain an English Literature and Language textbook related to your topic and grade level to bring to class each time.


Be sure to bookmark the following websites for your use:
http://user.mc.net/~moeller/
IV. COURSE ASSIGNMENTS AND ACTIVITIES

The first and by far most important requirement of this course is your regular attendance, punctuality, and participation in the series of class activities, discussions, lectures, demonstrations and field experiences. "Five" unannounced participation activities (i.e., assignments or quizzes–each worth 20 points) will be administered (NO MAKE-UPS) to monitor your attention to course discussions and assigned readings. These participation activities total 100 POINTS toward your "Participation Grade" in this course. In addition, the course requirements include:

1. CONCEPTUAL UNIT PLAN: RATIONALE. Develop a persuasive essay that justifies teaching a conceptual unit in an English classroom. The target audience addressed should include school administrators, colleagues, parents, and school board members. This activity is worth FIFTY POINTS of credit.

2. CONCEPTUAL UNIT PLAN: GOALS/ASSIGNMENTS/RUBRICS SEGMENT. Design at least four goals and accompanying assignments and rubrics to represent what students will learn through their engagement with the unit texts, activities, discussions and lessons. [Guidelines will be provided for this activity.] Each activity is worth 25 points, for a total of ONE HUNDRED POINTS of credit.

3. CONCEPTUAL UNIT PLAN: INTRODUCTORY SEGMENT. Develop a procedure for engaging students actively in their preparation (prior knowledge, beliefs, interests) for studying the topics/themes of the conceptual unit. [Guidelines will be provided for this activity.] This activity is worth TWENTY-FIVE POINTS of credit.

4. CONCEPTUAL UNIT PLAN: SCAFFOLDING SEGMENT. Design (and deliver) at least three scaffolding activities (e.g., pre-, during-, post-reading guides) to guide students’ comprehension of conceptual unit readings. [Guidelines will be provided for this activity.] Each activity is worth 25 points, for a total of SEVENTY-FIVE POINTS of credit.

5. FIELD EXPERIENCE: SCAFFOLDING ACTIVITIES. Deliver two “large-group” scaffolding activities (e.g., pre-, during-, or post-reading) to the students in your field experience classroom (guidelines and directions to be provided). Each of these field assignments is worth is worth 25 points, for a total of FIFTY POINTS of credit.

6. CONCEPTUAL UNIT PLAN: SPECIFIC INSTRUCTIONAL LESSONS SEGMENT. Construct at least five teacher-made lessons (e.g., vocabulary, writing, speaking, grammar,
poetry, mass media) [Guidelines will be provided for this activity.] Each activity is worth 10 points, for a total of FIFTY POINTS of credit.

7. **FIELD EXPERIENCE: INSTRUCTIONAL LESSONS.** Deliver two instructional lessons (e.g., vocabulary, writing, speaking, grammar, poetry, mass media) to a class of the students in your field experience setting (guidelines and directions to be provided). Each of these field assignments is worth is worth 25 points, for a total of FIFTY POINTS of credit.

8. **CONCEPTUAL UNIT PLAN: HIGHER ORDER “CONNECTIONS” DISCUSSION QUESTIONS.** Construct a series of discussion questions requiring students to make text-to-self, text-to-text, and text-to-world connections with the unit topic/theme. [Guidelines will be provided for this activity.] This activity is worth FIFTY POINTS of credit. *This project is designed to provide you with artifact evidence for having met the “Higher Order Thinking Skills” Reflective Professional outcome.*

9. **FIELD EXPERIENCE: HIGHER ORDER DISCUSSION.** Conduct a “large-group” literature discussion promoting higher order thinking with the students in your field experience classroom. *This activity is to be videotaped.* Then complete a “Reflective Abstract” for this experience (guidelines and directions to be provided). This field assignment is worth TWENTY-FIVE POINTS of credit.

10. **CONCEPTUAL UNIT PLAN.** Design an six-week whole conceptual unit of instruction that combines the segments of instruction for a specified theme or issue that integrates corresponding literature, writing, drama, media and language/grammar activities to scaffold (guide and reinforce) students’ experience with the issue/theme under study. [Guidelines will be provided for this activity.] This activity is worth TWO HUNDRED POINTS of credit. *This project is designed to provide you with artifact evidence for having met the “Instructional Design & Delivery” Reflective Professional outcome.*

**NOTE:** If you are a student with a verified disability, please give to your professor, the letter of accommodation provided by the Disability Services Coordinator. Students who have a disability, or think they have a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the disability services coordinator for a confidential discussion at 219-980-6943.

**ATTENDANCE AND REQUIREMENTS POLICY**

1. Regular and punctual attendance is expected and will be monitored. Failing to attend class or arriving late sends the worst possible message about your commitment to teaching. Clicker response system will be used during each class to engage you with course content while also registering your attendance. After three absences, a “ONE- GRADE” drop in grade (e.g. B+ to C+) from your highest possible course grade score will be assessed for EACH class missed.

2. Required projects/assignments must be submitted ON or before the established due-dates. Any assignment submitted more than three days late will NOT be accepted.

3. Project/assignment revisions may be submitted for a possible improved score on each written course project IF—and only if—you have turned in your activity on or before the due date. No “late” projects will be accepted for revisions. Each revised assignment MUST be done on the scored mark-up assignment you received from me through OnCourse
ASSIGNMENTS: Make each revision in BLUE font color. The “highest” possible revision score is set at 95%.

V. GRADING / EVALUATION SYSTEM

The class quizzes/activities and the ten course assignments add up to a total potential of 725 POINTS. These scores (original or revised) will then be summed and averaged to determine your overall course grade in terms of the scale below:

- 100 = A+
- 87 to 90 = B+
- 75 to 78 = C+
- 60 to 64 = D-
- 95 to 99 = A
- 83 to 86 = B
- 70 to 74 = C
- 59 to < = F
- 91 to 94 = A-
- 79 to 82 = B-
- 65 to 69 = D

VI. COURSE BIBLIOGRAPHY


### VII. INTASC PRINCIPLES

The INTASC principals are addressed by the Conceptual Model that underlies all of the initial programs of the School of Education at IUN. The 10 principles are listed below followed by a table that shows how the objectives of this course relate to the principles.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

### Interstate New Teacher Assessment and Support Consortium (INTASC) PRINCIPLES BY COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>INTASC Principles</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<tr>
<td>Knowledge of Human Development &amp; Learning</td>
<td>1, 2, 3, 4, 6, 7, 10, 11, 12</td>
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<tr>
<td>Adapting Instruction for Individual Needs</td>
<td>3, 4, 6, 10</td>
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<tr>
<td>Multiple Instructional Strategies</td>
<td>3, 4, 5, 6, 7, 8, 11</td>
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<tr>
<td>Classroom Motivation &amp; Management Skills</td>
<td>4, 9, 11, 12</td>
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<td>Communication Skills</td>
<td>4, 5, 7, 8, 10, 12</td>
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<td>Instructional Planning Skills</td>
<td>3, 4, 5, 6, 7, 8, 11</td>
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<tr>
<td>Assessment of Student Learning</td>
<td>3, 4, 5, 6, 7, 8, 11</td>
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<tr>
<td>Professional Commitment &amp; Responsibility</td>
<td>1, 2, 8, 9, 11, 12</td>
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<td>School &amp; Community Partnerships</td>
<td>7, 9, 12</td>
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### VIII. INDIANA DEVELOPMENTAL STANDARDS

The Indiana Professional Standards Board has established developmental standards for Teachers of Early childhood, Teachers of Middle childhood, Early Adolescence Generalist Teachers, and Teachers of Adolescence & Young Adults. The last two categories are relevant to the outcomes of this course. A complete listing and discussion of these is found at the following web-site: http://www.state.in.us/psb/future/future.htm. The following table indicates how the objectives of this course are keyed to those developmental standards.

<table>
<thead>
<tr>
<th>IPSB Standard</th>
<th>Course Objectives</th>
<th>IPSB Standard</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Early Adolescence Generalist Teachers (EAG)</td>
<td>Teachers of Adolescence and Young Adults (AYA)</td>
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<td>Young Adolescent Development</td>
<td>Development of Adolescence/Yng Adlt</td>
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<td>Health &amp; Development</td>
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<td>MS Philosophy &amp; School Organization</td>
<td>Decision-making</td>
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<td>MS Curriculum</td>
<td>1,2,4,6,8,9</td>
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<td>MS Instruction</td>
<td>High School Learning Communities</td>
<td></td>
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<td>Family Involvement</td>
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<td>MS Philosophy &amp; School Organization</td>
<td>Curriculum</td>
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<td>MS Curriculum</td>
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<td>MS Philosophy &amp; School Organization</td>
<td>Home/School Connections</td>
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The following major course topics, activities, field experiences, and assignments are presented below along with their corresponding dates. Your Maxwell, Meiser, McKnight (3M) course text, along with OnCourse RESOURCES, will be used as sources of information for each of these sessions. In addition, class time will be provided to investigate the other duties related to teaching language arts (e.g., debate coach, school yearbook director, theater director).

**WEEK 1**  
**Orientation to the Reflective Professional Model for Teaching English**  
Description and explanation of the Reflective Professional Model  
- Overview of the course and field experience goals, procedures, and requirements  
  - The *What, When, Where, How, With Whom,* and *Why* of:  
    - Observing and participating in classroom instruction  
    - Collaborating with classroom teacher-supervisors  

**WEEK 2**  
**Rationale for Teaching Conceptual Units**  
State and National Standards  
- State of Indiana Common Core “Language Arts Curriculum” Standards  
- NCTE/IRA Standards for English/Language Arts  

**WEEK 3**  
**Setting Goals, Making Assignments, & Creating Rubrics**  
Examining the Components  
- Phrasing Goals to Represent what Students Need to Show that They Learned  
- Representing ALL students in the class  
- Writing Assignments that Detail for Students How They Will Show Their Growth  
- Examining Rubrics that Distinguish Achievement  

**WEEK 4**  
**Creating Unit Rubrics**  
Matching Rubrics with Assignment Directions  
Establishing Levels and Descriptions
9/27  3M Readings: Ch 10: *Evaluating English Language Arts*; Ch 6: *Writing & Evaluating Research Papers*
Workshop: Roughing Goals & Assignments & Rubrics
*Conceptual Unit Rationale Due*

WEEK 5  Designing Introductory Activities
- Types of Introductory Activities
- Strategies for Engaging Active Involvement

10/4  Addressing ALL Learners in Engagement Activities
Workshop: Revising Rubrics
Examining Sample Introductory Activities

WEEK 6  Scaffolding Instruction
- Reviewing Pre-, During-, and Post-reading Comprehension Guidance
  - Pre-reading/Pre-writing strategies
  - During-reading/Drafting strategies
Workshop: Revising Rubrics & Roughing Out Introductory Procedures

WEEK 7  Designing Specific Instructional Lessons: MUGS
- Acquiring & Sustaining Language Skills
  - Mechanics, Usage, Grammar, Spelling
- English as a Second Language
  - Vocabulary Development
Workshop: Revising Introductory Activity Procedures
*Unit Goals/Assignments/Rubrics Due*

WEEK 8  Designing Specific Instructional Lessons: Literature
- Direct Teaching Approaches
  - Vocabulary Development
- Grammar Opportunities in Context
  - 3M Readings: Ch 7: *Selecting Literature*; Ch 8: *Teaching Literature*
Workshop: Revising Introductory Activity Procedures
Examining Sample Specific Instructional Lessons

WEEK 9  Designing Specific Instructional Lessons: Oral Language
- Direct Teaching Approaches
  - Interpersonal Skills for Participation
- Speaking Formally: the “Speech”
  - Mass Media/Multimedia
  - 3M Readings: Ch 4: *Oral Language: the Neglected Language Arts*
Workshop: Drafting Specific Instructional Lessons
Unit Introductory Activity Due

**WEEK 10**  
**Designing Specific Instructional Lessons: Writing**

Writing Process
- Components: Composing, Drafting, Revising, Editing, Publishing
- Writing for Purposes and Everyday Lives

*3M Readings:* Ch 5: *Teaching Writing*

*Workshop:* Revising Specific Instructional Lessons

**WEEK 11**  
**Developing Higher Order Questioning for Discussion**

Higher Order Questioning: Making Profound Connections
- Socratic Seminars
- Profundity Scale

*Workshop:* Drafting Higher Order Questions for Discussion

Specific Unit Instructional Unit Lessons Due

**WEEK 12**  
**Managing the English Classroom: Setting Up the Room**

Establishing Classroom Organization and Discipline
- Seating Arrangements
- Learning/Production Centers
- Student-Designed Environments
- Group Dynamics

*3M Readings:* Ch 1: *Becoming and English Teacher* (pp. 11-19)

*Workshop:* Revising Higher Order Thinking Questions for Discussion

**WEEK 14**  
**Using Technology for in-Class & On-Line Teaching**

Media Literacy
- Wikis, Blogs, & Social Networks
- Web 2.0 Tools

*3M Readings:* Ch 9: *Media Literacy: Technology, Media, and the Language Arts*

*Workshop:* Drafting Web 2.0 Tools

*Higher Order Thinking Discussion Questions Due*

**WEEK 15**  
**Designing the Conceptual Unit Plan**

Organizing the Components
- Introductory Activity
- Scaffolding Activities
- Materials, equipment and resources
- Specific Instructional Lessons

*Workshop:* Drafting the Conceptual Unit
WEEK 16  Putting the Pieces of English Together
         Rethinking Standards for Teaching English
         Rethinking Curriculum
         Rethinking Delivery

12/13  3M Readings: Ch 11: Developing Units
       Conceptual Unit Due