I. COURSE DESCRIPTION

**Bulletin Description.** Methods, techniques, content, and materials applicable to the teaching of English in the junior high/middle school.

**Expanded Description.** Methods of Teaching JH/MS English and its corresponding M401 Field Experience has been designed to serve as an study, application, and reflection of basic methods for teaching English in grades 6 through 12. Emphasis is placed on the curriculum and delivery of English instruction, i.e., writing, grammar, literature, and mass media. Approaches to planning, preparing, guiding, reinforcing, managing, and evaluating students' acquisition and understanding of English concepts will be the **WHAT** of this course. The field experiences in the high school and middle 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>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>5</td>
</tr>
<tr>
<td>Higher Order Thinking Skills*</td>
<td>4, 5, 8, 9</td>
</tr>
<tr>
<td>Instructional Media &amp; Technology</td>
<td>4, 7, 9</td>
</tr>
<tr>
<td>Learning &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>School Culture &amp; Diversity</td>
<td>1, 3</td>
</tr>
<tr>
<td>Instructional Design &amp; Delivery*</td>
<td>2, 4, 6, 8, 9</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Assessment &amp; Evaluation</td>
<td>1, 2</td>
</tr>
<tr>
<td>Professional Development</td>
<td>10, 11, 12</td>
</tr>
</tbody>
</table>

*The program outcomes and principles asterisked above are those that are especially targeted in this course.*
**COURSE OBJECTIVES**

Complementing the program outcomes of the School’s “Reflective Professional” conceptual framework, EDUC M452 is designed to help you accomplish the following instructional objectives:

1. examine the teaching of English in America and judge its relative effectiveness for preparing, guiding, and reinforcing students' understanding and application of English/language arts concepts;

2. describe and judge the national (NCTE/IRA) and state-mandated standards for a senior high/junior high/middle school English curriculum;

3. identify and promote use of language arts concepts around contributions and viewpoints of many different types of groups ( e.g., women, African Americans, Hispanics);

4. examine and judge the effectiveness of English texts, materials, and supplementals to help promote students' understanding and appreciation of English concepts;

5. analyze and judge the effectiveness of approaches for managing students, curriculum, class time, and classroom environment to deliver English instruction;

6. design specific lesson plans for delivering instruction in grammar, literature, and writing;

7. design an assessment plan for tracking students' progress through literature, writing, and grammar instruction;

8. apply lesson plans to field-based settings (middle and high school English classrooms) which are designed to promote students' preparation for, guidance through, and reinforcement of concepts of grammar mechanics, literature, writing, and drama; and,

9. use a variety of media communication techniques (e.g., overhead transparencies, video, interactive computer software, PowerPoint slide shows) for foster active inquiry, collaboration and supportive interaction in the classroom.

**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
- Direct instruction
- Across-content integrated instruction
- Multicultural literature/media
- Video-based micro-teaching
- Reflective simulation/problem-solving
• Multimedia/hypermedia presentations
• 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 Union Bookstore. You should also obtain a textbook related to your “content” major and grade level of interest to bring to class each time.


Be sure to bookmark the following websites for your use:
http://user.mc.net/~moeller/
http://www.ncte.org/standards/
http://www.ncte.org
http://teams.lacoe.edu/documentation/places/language.html
http://www.writerswrite.com/journal/
http://www.sdcoe.k12.ca.us/score/actbank/sliterat.htm
http://www.angelfire.com/ok/freshenglish/gimmicks.html
http://authors.miningco.com/arts/authors/msub19ws.htm
http://authors.miningco.com/arts/authors/msub19ws.htm
http://www.greatbooks.com
http://criticalthinking.org/nect.ncik
http://gened.emc.maricopa.edu/academics/classes/english/enh275/ToniMorrison.html

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. This participation is worth ONE HUNDRED POINTS toward your final grade in this course. In addition, the course requirements include:

1. **SOCRATIC SEMINAR LESSON PLAN.** Design (and deliver) a Socratic seminar script that details the procedures and questions you will follow for class discussion. [Guidelines will be provided for this activity.] This activity is worth FIFTY POINTS of credit.

2. **LITERATURE/LANGUAGE PLAN.** Design—and deliver part of—a multi-day teaching plan that scaffolds (prepares, guides, and reinforces) middle or high school students’ understanding and appreciation for the meaning, structure and language of a piece of literature. [Guidelines will be provided for this activity.] This activity is worth ONE HUNDRED POINTS of credit. *This project is designed to provide you with artifact evidence for having met the “Instructional Design & Delivery” Reflective Professional outcome.*
3. **DIRECT TEACHING WORKSHOP MINI-LESSON PLAN.** Design (and deliver) a language arts mini-lesson plan that directly teaches or reinforces middle or high school students' specific use of skills, strategies, and structures in reading, writing, speaking and listening. [Guidelines will be provided for this activity.] This activity is worth **ONE HUNDRED POINTS** of credit.

4. **WRITING/GRAMMAR MINI-UNIT PLAN.** Design (and deliver part of) a multi-day teaching plan that directly presents or reinforces middle or high school students' writing at the various process stages of development and production. [Guidelines will be provided for this activity.] This activity is worth **ONE HUNDRED POINTS** of credit.

5. **ENGLISH INCLUSION UNIT PYRAMID PLAN.** Using the unit pyramid planning format, redesign one of your English unit plans to “include” augmented materials and resources, presentation, discussion, assignment, and evaluation methods for those students in the English class who have different learning styles and needs. [Guidelines will be provided for this activity.] This activity is worth **ONE FIFTY POINTS** of credit.

6. **ENGLISH CLASSROOM MANAGEMENT PLAN.** Design a classroom management/discipline action plan for leading, mediating and serving English/language arts students. Include classroom layouts, trust-building strategies, classroom rules, assignment policies, timeout/referral policies. [Guidelines will be provided for this activity.] This activity is worth **ONE HUNDRED POINTS** of credit.

7. **CONCEPTUAL UNIT PLAN.** Design a three-week unit plan for a specified theme or issue that includes corresponding literature, writing, drama, media and language/grammar activities that prepare, guide and reinforce the issue/theme under study. [Guidelines will be provided for this activity.] This activity is worth **TWO HUNDRED POINTS** of credit.

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**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. Three missed classes will result in a one-grade drop from your highest possible grade score. More than three absences may result in your being dropped from the class roster.

2. Required projects/assignments must be submitted on or before the established due-dates. Five percent (5%) of your highest possible earned score will be deducted for EACH DAY the required project/assignment is late.

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” project revisions will be accepted, Deadline for each project revision is **ONE** week. The “highest” possible revision score is set at 91%.

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**V. GRADING / EVALUATION SYSTEM**

The class quizzes/activities and the six course project assignments add up to a total potential of **800 POINTS**. These scores (original or revised) will then be summed and averaged to determine your overall course grade in terms of the scale below:
VI. COURSE BIBLIOGRAPHY


VII. PRINCIPLES OF THE INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

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>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Knowledge of Human Development &amp; Learning</td>
<td>1, 3</td>
</tr>
<tr>
<td>Adapting Instruction for Individual Needs</td>
<td>3, 8</td>
</tr>
<tr>
<td>Multiple Instructional Strategies</td>
<td>5, 8</td>
</tr>
<tr>
<td>Classroom Motivation &amp; Management Skills</td>
<td>4, 5</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>5, 9</td>
</tr>
<tr>
<td>Instructional Planning Skills</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>Assessment of Student Learning</td>
<td>4, 6, 7</td>
</tr>
<tr>
<td>Professional Commitment &amp; Responsibility</td>
<td>5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>School &amp; Community Partnerships</td>
<td></td>
</tr>
</tbody>
</table>

VIII. INDIANA PROFESSIONAL STANDARDS BOARD 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 & Yong 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](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.

| IPSB) DEVELOPMENTAL STANDARDS BY COURSE OBJECTIVES |
|-----------------|-------------------------------|
| Early Adolescence Generalist Teachers (EAG) | Teachers of Adolescence and Young Adults (AYA) |
The following major course topics, activities, field experiences, and assignments are presented below along with their corresponding dates. Your course texts, along with teacher-developed CD materials, will be used as sources of information for each of these sessions.

### IX. COURSE SCHEDULE

**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
    - Making reflective abstract entries
    - Sharing and discussing reflections from journal entries

Description of procedures for Middle School English teaching experiences

**WEEK 2**

*Standards for English/Language Arts and Socratic Teaching*

State and National Standards
- State of Indiana "Language Arts Curriculum Guide 1998"
- NCTE/IRA Standards for English/Language Arts

Discovery and Description of Socratic Seminars in English
- The Socratic Method
- Designing questions and procedures for Socratic Discussions

**Preview of Course Requirement #1: "Socratic Seminar Lesson Plan" – Due ______**

**WEEK 3**

*Planning and Designing “Active” Literature Lessons and Units*

Description and explanation of the Literature Teaching Model
- Steps in Promoting Higher-Order Thinking through Fiction and Nonfiction
- The *What, When, Where, How, With Whom, and Why of:*

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**EDUC M452/S508 COURSE SYLLABUS**

**DR. PAUL J. BLOHM –**
<table>
<thead>
<tr>
<th>WEEK 4</th>
<th><strong>Scaffolding Literature Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and explanation of Pre-, During-, and Post-reading Guidance</td>
<td></td>
</tr>
<tr>
<td>• Pre-reading strategies for fiction and nonfiction</td>
<td></td>
</tr>
<tr>
<td>• During-reading strategies for fiction and nonfiction</td>
<td></td>
</tr>
<tr>
<td>• Post-reading strategies for fiction and nonfiction</td>
<td></td>
</tr>
<tr>
<td>Preview of Course Requirement #2: &quot;Literature/Language Teaching Plan&quot; – Due ______</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th><strong>Designing Lessons/Units for Literature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and explanation of the Reflective Professional Model</td>
<td></td>
</tr>
<tr>
<td>• Planning lessons and units for short stories, novels, poetry, and nonfiction</td>
<td></td>
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<tr>
<td>• Three-part literature study</td>
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<tr>
<td>• Comparing genres, plots, alternate media</td>
<td></td>
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<tr>
<td>• Strategies for discussions</td>
<td></td>
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<tr>
<td>• Assignment-making and teacher guidance</td>
<td></td>
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<tr>
<td>• Strategies for grouping students</td>
<td></td>
</tr>
<tr>
<td>• Combining Language/Grammar study with literature</td>
<td></td>
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</table>

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<thead>
<tr>
<th>WEEK 6</th>
<th><strong>Direct Teaching Models for Workshop Mini-Lessons in English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and explanation of the “Direct Teaching” Approach</td>
<td></td>
</tr>
<tr>
<td>• Steps in conducting Workshop Mini-Lessons</td>
<td></td>
</tr>
<tr>
<td>• Literature elements, genres, styles</td>
<td></td>
</tr>
<tr>
<td>• Writing processes, audience, purposes</td>
<td></td>
</tr>
<tr>
<td>• Grammar skills, layout, spelling and usage</td>
<td></td>
</tr>
<tr>
<td>• Drama elements, stage craft</td>
<td></td>
</tr>
<tr>
<td>Preview of Course Requirement #3: &quot;Direct Teaching Workshop Mini-Lesson Plan&quot; – Due ______</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>WEEK 7</th>
<th><strong>Teaching and Guiding the Writing Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the Writing Process</td>
<td></td>
</tr>
<tr>
<td>• Pre-writing strategies</td>
<td></td>
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<tr>
<td>• Drafting strategies</td>
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<tr>
<td>• Revising strategies</td>
<td></td>
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<tr>
<td>• Editing strategies</td>
<td></td>
</tr>
<tr>
<td>• Finalizing/Publishing strategies</td>
<td></td>
</tr>
</tbody>
</table>
| WEEK 8 | **Planning and Designing Compelling Writing Activities**  
Writing for Purposes  
• Writing Fiction/Poetry  
• Writing Drama/Dialogue  
• Writing Research Reports  
• Writing Persuasive Essays/Ads  
• Writing/Designing Multimedia  
Preview of Course Requirement #4: "Writing/Grammar Unit Plan" – ______ |
|---|---|
| WEEK 9 | **Incorporating Grammar and Mechanics into Literature and Writing**  
Appreciating Author Craft  
• Vivid word selection  
• Sentence organization and variety  
• Spelling and mechanics  
• Format, layout and references |
| WEEK 10 | NO CLASS – SPRING BREAK |
| WEEK 11 | **Adjusting English Instruction and Assignments to Include ALL Learners**  
Description of Inclusion  
• Learning styles  
• Multiple intelligences  
• Cultural diversity  
• Global justice  
• Pyramid Planning for Inclusion students  
Preview of Course Requirement #5: "Inclusion Pyramid Unit Plan" – Due ______ |
| WEEK 12 | **Managing the English Classroom: Designing an Action Plan**  
Description of Classroom Organization and Discipline  
• Setting classroom rules and procedures; rewards and consequences  
• Trust-building activities  
• Assignment policies  
• Reality-therapy/Choice theory  
• Discipline time-outs and referrals  
Preview of Course Requirement #6: "Classroom Management Plan" – Due ______ |
| WEEK 13 | **Using Technology to Teaching the Language Arts**  
Description of Electronic Toys and Procedures  
• Audio/visual approaches  
• Computer software samples  
• Multimedia applications (e.g., PowerPoint, Inspiration) |
| WEEK 14 | **Designing the Themed Unit Plan**  
Description of the Six-Week Unit Plan  
• Selecting themes and issues  
• Identifying materials, equipment and resources  
• Establishing agendas  
• Determining readings and assignments  
**Preview of Course Requirement #7: "Themed Unit Plan" – Due ______** |
| WEEK 15 | **Guiding Student Research for Unit Projects**  
Description of Research Activities  
• Individual research reports  
• Group projects  
• Individual/group presentations  
• Steps in searching and researching  
• Sample research projects for themed unit study |
| WEEK 16 | **Evaluating English Instruction II: Products & Performances**  
Description of Authentic Assessment procedures  
• Designing assignment tasks and  
• Creating rubrics, scales & checklists  
• Scoring and recording  
• Reporting and conferencing |