

**National College of Education**  
**National-Louis University**  
Master of Arts in Teaching – Secondary Education  
**SEC 512: Teaching English in the Secondary School**  
Fall Term 2009  
**Chicago Campus, Tuesdays, 6:00 p.m. – 8:50 p.m.**

**Instructor**

Katherine McKnight, Ph.D

**Course Description and Objectives**

This course is designed to prepare you to be a certified secondary school English teacher. It builds upon general methods of teaching high school through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching English. The course seeks to help you develop, sharpen and inform your skills, habits of mind, gut instincts, and frames of reference to prepare you for your first years as a Skilled English Teacher and for years to come as a constantly growing professional

Students will:

- examine the rationale for teaching English in the secondary school,
- examine disciplinary content for secondary students,
- examine methodologies to help students become literate young adults, (workshops, literature circles, reading and writing in different genres)
- create, conduct, and evaluate lessons at the secondary level
- have practical experiences teaching classes and assessing student work
- have opportunities to use technology for inquiry and authoring,
- have opportunities to examine dynamic interplay between theory and practice.
- develop lesson plans and curricula aligned to state and national standards for English/Language Arts.

**Required**

We will use The National Council of Teachers of English *Pathways* for Advancing Adolescent Literacy for reading, resources, and materials. Bring a check or money order for \$95 the first class made out to The National Council of Teachers of English. Your subscription is for one from that time that you enroll.

Here are basic instructions for Pathways log in but we will also go over this in our second class.

(1)Log on to Pathways at <http://elearning.ncte.org>.(2) Enter your username and password (sent to you by Leslie Froeschl) in the upper right hand corner of the screen. (3)At the home page, click on the [Pathways for Advancing Adolescent Literacy](#) link in the Courses box near the top of the page. (4)The core resources and activities are organized around the four inquiry questions you see featured in the center of the page. Click on any of these questions and you'll find an introductory featured video and 3-4 Educational Strands that break the question down into focused paths of study. The Educational Strands all follow the same learning design that incorporates six steps: Overview, Initial Thoughts, Explore Resources, Next Steps-Now What, In the Classroom, and Celebrate. (5)Take the brief guided tour by clicking the "[New to Pathways? Take a Guided Tour](#)" link near the bottom right side of the home page. (6)Review any other section of Pathways you would like.

Class Session and Theme	Topics	Assignment DUE for Class
<b>Class One: September 15<sup>th</sup> Current ideas about teaching the English language arts in today's classroom.</b>	Introduction to the course and overview of current theoretical approach to the teaching of the English language arts. What are 21 <sup>st</sup> century literacies? How is the English classroom different today?	
<b>Class Two: September 22<sup>nd</sup>  21<sup>st</sup> century literacies</b>	Introduction to <i>Pathways</i> and navigation of this online environment.  Defining 21 <sup>st</sup> century literacies. Introduction to writing in the 21 <sup>st</sup> century literacy classroom.	Read articles that were distributed in class. Complete reflection paper #1
<p><b><u>SUPPLEMENT</u></b>  <b><i>Additional information on Louise Rosenblatt available in Team Files area</i></b></p> <ul style="list-style-type: none"> <li>• Articles from <i>Talking Points</i> on the influence of Rosenblatt on Whole Language theory/practice</li> <li>• Articles from <i>Voices from the Middle</i> on her influence</li> </ul> <p><b><i>The following are listed under the 21<sup>st</sup> Century strand:</i></b></p> <ul style="list-style-type: none"> <li>• <u>English Teacher Learning for New Times: Digital Video Composing as Multimodal Literacy Practice</u></li> <li>• <u>Rereading the Signs: Multimodal Transformations in the Field of Literacy Education</u></li> </ul>		
<b>Class Three: September 29<sup>th</sup> Creating a balanced writing curriculum</b>	What is the writing process? How does technology impact writing instruction? Creating dynamic writing activities that support skill development.	Choose one of the following seminars that are in Pathways: On Demand Web Seminar, <u>Re-seeing the Writing Process with Blogging and Podcasting</u> (web seminar library)  OR Web seminar: <u>7 Ways to Change the Landscape of the Writing Classroom</u> (Chris Dixon)

<p><b>Class Four: October 6th</b></p> <p><b>The art of the writing mini lesson.</b></p>		<p>Read the sample mini lessons that are in the “team files”. Create an <i>original</i> mini lesson using the template in this syllabus.</p>
<p>The following are in the <i>Team Files</i></p> <p><u>Writing Mini Lessons</u></p> <ul style="list-style-type: none"> <li>• <u>Inside or Outside? A Mini-Lesson on Quotation Marks and More</u></li> <li>• <u>Onomatopoeia: A Figurative Language Mini-lesson</u></li> <li>• <u>Character Clash: A Mini-Lesson on Paragraphing and Dialogue</u></li> <li>• <u>Every Punctuation Mark Matters: A Mini-Lesson on Semicolons</u></li> <li>• <u>Plot Structure: A Literary Elements Mini-Lesson</u></li> <li>• <u>Choosing the Best Verb: An Active and Passive Voice Mini-Lesson</u></li> <li>• <u>Avalanche, Aztek, or Bravada? A Connotation Mini-Lesson</u></li> <li>• <u>August 2009 Classroom Notes Plus, Playing with Punctuation: A Mini Lesson to Enhance Voice in Writing.</u></li> </ul>		
<p><b>Class Five: October 13<sup>th</sup></b></p> <p><b>Plan, plan, and then plan some more....and then reflect.</b></p>	<p>Planning for the English language arts classroom.</p>	<p>Bring thematic unit lesson plan proposal.</p>
<p>Moving Toward a Community of Learners: Gradual Release of Responsibility</p> <p>Article on Homework: <u>Homework and the Gradual Release of Responsibility: Making "Responsibility" Possible</u></p> <p>Web seminar: <u>Planning For Success in your Gradual Release of Responsibility Classrooms</u></p> <p>Web seminar: <u>Homework: To Assign or Not to Assign? What to Really Consider</u></p> <p><u>Gradual Release Model Lesson Design</u></p> <p>This template is designed to be used as a way for a teacher to visualize his or her plan for scaffolding instruction through purpose and modeling, guided instruction, collaborative learning, independent learning and conferring, and formative and summative assessment. (in the classroom section of GRR strand)</p>		

<p><b>Class Six: October 20<sup>th</sup></b></p> <p><b>Class Seven: October 27<sup>th</sup></b></p> <p><b>Teaching literature to adolescents.</b></p>	<p>Selecting literature and supporting our struggling adolescent readers. Supporting all kinds of readers.</p>	<p>View Web Seminars 1-4 listed below.</p>
<ol style="list-style-type: none"> <li>1. <u>Assisting Struggling Readers in Building Vocabulary and Background Knowledge</u> (Vocab strand explore resources) What Does It Take to Create Skilled Readers? Facilitating the Transfer and Application of Literacy Strategies</li> <li>2. <u>When Kids Won't Read: What Can Teachers Do</u> and <u>TARGET-ing Reluctant Readers: What Teachers Need to Know</u></li> <li>3. <u>What Does It Take to Create Skilled Readers? Facilitating the Transfer and Application of Literacy Strategies</u> by Douglas Fisher and Nancy Frey</li> <li>4. <u>Assisting Struggling Readers in Building Vocabulary and Background Knowledge</u></li> <li>5. <u>Reading in the Reel World: Using Documentaries in the Classroom (John Golden)</u> (nice nonfiction connection)</li> <li>6. <u>Teaching Romeo and Juliet: A Differentiated Approach (Lyn Hawks)</u></li> <li>7. <u>Finding the Right Word: Five Principles of Vocabulary Instruction for English Language Learners</u></li> </ol>		
<p><b>Class Eight: November 3<sup>rd</sup></b></p> <p><b>Talking in class is a good thing.</b></p>	<p>Class Discussion Literature Circles</p> <p>Oral language</p>	<p>Review the materials below:</p>
<p><u>What's the Next Big Thing with Literature Circles?</u> by Harvey Daniels <u>Overcoming Student Resistance to Group Work</u> by Elizabeth Butts <u>Imagine This: Using Scenarios to Promote Authentic Discussion</u> by Thomas M. McCann</p>		

<b>Class Nine: November 10th</b> <b>How do we know that the students learned? How do we know that our students are developing their literacy skills?</b>	Assessment	Observation Hours Essay Due Review the materials below and explore the assessment section in <i>Pathways</i> .
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Traci Gardner’s Designing Writing Assignments <a href="http://www1.ncte.org/library/files/Store/Books/TofC/10850Contents.pdf">http://www1.ncte.org/library/files/Store/Books/TofC/10850Contents.pdf</a></li> <li>• On Demand <a href="#">Connecting Assessment Data to Everyday Instructional Planning</a></li> <li>• On Demand 21st Century Assessment: Moving Towards Electronic Portfolios</li> </ul> Reading the Data: Making Supportable Claims from Classroom Assessment <a href="http://www1.ncte.org/library/files/Free/Journals/ej/EJ0911Reading.pdf">http://www1.ncte.org/library/files/Free/Journals/ej/EJ0911Reading.pdf</a>		
<b>Class Ten: November 17th</b>	Handling the paper load and current issues in. Current issues for the English teacher	Unit Plan Due
<b>Supplement</b> Ernest Morrell: <a href="#">Web Seminar: Powerful English: Innovative Practices in Diverse 21st Century Classrooms</a> Frank Baker: <a href="#">Web Seminar: Reading the Media: Helping Students Become Media Literate by Teaching 21st Century Skills</a> <a href="#">Everything Old is New Again: Using 21st Century Literacies to Engage All Learners</a>		

## **COURSE EXPECTATIONS AND POLICIES**

- **Pagers/Cell Phones/Distractions**

Please turn the ringers off during class so they do not distract us. In general, please be courteous to your classmates and instructor.

- **Attendance**

Each of us contributes to the creation of this learning community. Your attendance is essential. If you miss more than 2 classes, you will not be able to earn a “B” for the course.

Students are required to attend class and arrive on time. It is not up to me to determine if an absence is excused or not excused. If you will be absent from class, please call me so that I can plan the class accordingly.

- **Some Reminders About Written Work**

All written assignments are due at the *beginning* of each class.

Assignments can always be submitted early. Late work is not accepted.

Written assignments must be word processed, double spaced and proofread for mechanics and content. Written work that contains excessive errors in mechanics (capitalization, punctuation, spelling, and grammar) is subject to a grade reduction.

Please use a standard, readable font. Use standard one-inch margins on all sides of the paper. White paper is required for all assignments. Papers should follow APA style when citing.

- **Plagiarism**

I will enforce the university plagiarism policy. In addition, any lesson plan or unit plan taken from the Internet is not original work and will be subject to the university policy on plagiarism.

### **Course Requirements**

#### **Observation Hours**

- A total of 45 observation hours are required for SEC 512 Teaching English in the Secondary Education and for the Illinois State Board of Education. It is strongly recommended that you spend several days and/or consecutive class periods with the same class observing and assisting one-on-one and/or small groups. These hours are critical as they serve as your bridge between theory and practice. Please follow the guidelines set forth in the Observation Protocols. If possible, this experience should culminate in the teaching of a lesson.
- You will write 3-5-page (double-spaced) reflective essay delving deeper into what you deem the most important aspects of what you experienced. This is explained in detail below under “Course Assignments”.

## Course Assignments

### Reading Assignments

The assigned readings represent theory, practical advice, and current curriculum trends. Please read and prepare for class discussions. This is critical for the success of our class.

### Reflection Papers

Reflection papers are intended to provide the opportunity for us to consider and comment on the theories and issues raised through our course materials. Reflection papers should be about two pages in length (double-spaced). You will be invited to share your reflection papers in class. Your reflection papers will be assessed and evaluated with the following rubric:

<b>A</b>	<ul style="list-style-type: none"><li>• Standard academic register is followed.</li><li>• The short paper responds to the assigned topic.</li><li>• The paper demonstrated the student's growing understanding of middle school curriculum and instruction.</li><li>• The paper demonstrates a comprehensive understanding of the assigned topic.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Standard academic register is generally followed.</li><li>• The student responds to the assigned topic.</li><li>• The paper generally demonstrates the student's growing understanding of middle school curriculum and instruction.</li><li>• The paper demonstrates an understanding of the assigned topic.</li></ul>
<b>Revision required</b>	<ul style="list-style-type: none"><li>• Standard academic register is not consistently followed.</li><li>• The student responds to the assigned topic but may stray from the topic.</li><li>• The paper demonstrates a general understanding of middle school curriculum and instruction. The paper lacks details and is vague in addressing the topic.</li></ul>
<b>Revision required</b>	<ul style="list-style-type: none"><li>• Standard academic register is not followed.</li><li>• The short paper does not respond to the assigned topic.</li><li>• The paper does not demonstrate a growing knowledge of middle school curriculum and instruction.</li><li>• The paper is vague and lacks detail.</li></ul>

## **Writing Mini Lessons (Assessment Rubric will be posted in Live Text)**

### **Original Writing Mini Lessons**

You will develop one mini lesson on various grammatical, mechanical and writing issues. The structure of the lessons is listed below.

- **A written copy for each lesson is required.**
- **You will present one of your mini lessons to the class.**

### **Mini Lesson Template**

**Mini Lesson Developer:** \_\_\_\_\_

**Mini Lesson Title:** \_\_\_\_\_

**Identify:** What does the student need to know to understand the lesson?

**Context:** Does the lesson work as a direct response to student need/writing concern?

**Maximum Simplicity:** Is the lesson simplified and does it still present the information effectively?

**Practice/Application:** What opportunities do the students have to practice the new information and/or skill?

**Active/Engaging:** Is the lesson active and engaging?

**Follow Up:** What will you need to do next? What will you need to review with the students?

### **Writing Lesson Plan**

#### **List Objectives**

- 2-3 statements that indicate what the students will know or accomplish as a result of instruction.
- Review your objectives and make sure that they can be reasonably attained in a class period.

#### **Materials**

- List all of the materials that you will need for your lesson.

#### **Activities**

- Explain the activities that will occur during this lesson.
- As you explain the lesson activities, proofread for clarity.
- Estimate the length of time it will take for each activity during the lesson. (Remember; think of ways in which you can MAXIMIZE instructional time.)

#### **Evaluation**

How will you know that your students have mastered the objectives of your lesson?

### **Unit Plan (Assessment Rubric will be posted on Live Text)**

Develop a unit plan using “backward design.” This unit will emphasize your understanding of content knowledge, differentiation, planning and best practice pedagogy. It must make clear what students will learn and be able to do and how their understanding and skills will be assessed.

The unit will consist of

- Schedule and expectations
- Two-week’s worth (5 class sessions) of detailed lesson plans.
- Project-based assessment with assessment rubric
- Readings and any handouts that would be used

You will do a 10 minute oral presentation of your unit in class.

*The unit plan must be posted on LiveText. The rubric that will be used to evaluate your portfolio is posted on Live Text.*

### **Observation Hours Essay (Assessment Rubric will be posted on Live Text)**

The Observation Reflection Essay is a way for you organize and order your critical classroom experiences. **Many** things happen in high school classrooms. What bubbles to the surface when you reflect on what you experienced and look over your notes? What matters most to you about what you experienced? Consider the pros and cons of the instruction you witnessed, what made you comfortable and uncomfortable, what seemed to be going on below the surface, etc. Most importantly, touch on how the experiences will inform **your** instruction.

The paper should touch on the following considerations:

Classroom culture – including the way the room is set up and ways everyone in the room interact.

Evident planning

Content delivery

Ways in which the observation enhanced, contradicted, informed, etc. your own teaching philosophy.

### **Grading**

All assignments are required for the successful completion of this course. In other words, if an assignment is not submitted, the student has not successfully demonstrated mastery in order to proceed to student teaching. Three grades can be assigned for submitted work: A, B. or revise. Students will be required to revise assignments if a grade of A or B is not earned.

### **Additional Resources and Reading**

Applebee, A. (1990). *Book length works taught in high school courses* (Report No. EDO-CS-90-05). Bloomington, IN: ERIC Clearinghouse on Reading and Comprehension. (ERIC Document Reproduction Service No. ED 318 035)

Applebee, Arthur. (1992). *Stability and change in the high school classroom*. English Journal, 5, 27-32.

Atwell, N. (1987). *In the middle*. Upper Montclair, NJ: Boynton Cook.

Atwell, N. (2002). *Lessons that change writers*. Portsmouth, NH: Heinemann.

Beach, R. & Marshall, J. (1990). *Teaching literature in the secondary school*. New York: Riverhead Books.

Beers, K. (2002). *When kids can't read: What teachers can do: A guide for teachers 6-12*. Portsmouth: Heinemann

Daniels, H. & Steineke, N. (2004). *Mini-lessons for literature circles*. Portsmouth: Heinemann.

Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts 2<sup>nd</sup> ed.*. Portsmouth, NH: Boynton/Cook.

Fisher, Douglas, Rothenberg, Carol, and Frey, Nancy. (2007). *Language learners in the English classroom*. Urbana: NCTE.

Fountas, I., & Pinnell, G. S. (2008). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Gurian, Michael. (2002). *Boys and girls learn differently!: A guide for parents and teachers*. San Francisco: Jossey-Bass.

Gurian, Michael, Stevens, Kathy, King, Kelly. (2008). *Strategies for teaching boys and girls---A workbook for educators*. San Francisco: Jossey-Bass.

Fulwiler, T. (1987). *The journal book*. Upper Montclair, NJ: Boynton Cook.

Johannessen, L. R., & McCann, T. M. (2002). *In case you teach English: An interactive casebook for prospective and practicing teachers*. Upper Saddle River: Merrill/Prentice Hall.

McKnight, K, and Scruggs, M. (2008) *The Second City guide for improvisation in the classroom, grades K-8*. Jossey Bass.

McKnight, K. & Berlage, B. (2008) *Teaching the literature classics in the inclusive classroom, grades 6-12*. Jossey Bass.

Passman, R & McKnight, K.S.(2007). *Teaching writing in the inclusive classroom: Strategies and skills for all students, grades 6-12*. Jossey Bass.

Rosenblatt, L. (1995) *Literature as Exploration* (5<sup>th</sup> ed.). New York: Modern Language Association

Rosenblatt, L. (1978) *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.

Smith, F. (1988). *Understanding reading*. Hillside, NJ: Lawrence Erlbaum Associates.

Whilhelm, J. (1997). *You gotta be the book*. New York: Teachers' College Press.

### **Journals**

National Council of Teachers' of English, *English Journal* (primarily for high school teachers)

National Council of Teachers' of English, *Voices in the Middle* (primarily for middle school teachers)

International Reading Association, *Journal of Adolescent and Adult Literacy*

Illinois Association of Teachers of English, *English Bulletin*