

SEDS 445--TEACHING ENGLISH IN SECONDARY SCHOOLS (Fall 2003)

T, 2:00-4:40 PM @ D. R. Hill Middle School, Room #E-153

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Office hours: MW, 9:00 - 11:30 AM; Fridays by appointment

IA. SCHOOL OF EDUCATION MISSION STATEMENT: Teachers prepared at USCS are knowledgeable of the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the foundations of education. They understand and respect cultural diversity and place the welfare and educational needs of their students first. As reflective practitioners and professionals, they are committed to a service ideal that is built upon professional standards and ethics.

IB. CATALOG DESCRIPTION: Methods, materials, content, resources, issues, and trends related to teaching English Language Arts in secondary schools. Also includes planning and delivery of instruction. Supervised practicum experiences, designed to promote reflective teaching, in middle/secondary school settings, are included. Prerequisites: admission to the professional program and SEDS 442, or consent of the instructor. 3 semester hours credit. Standard grading system.

IC. RATIONALE: This course prepares candidates for teaching English Language Arts in secondary schools. Candidates study, analyze, discuss, and debate issues related to the nature of English Language Arts as an academic discipline as well as the key strands of English Language Arts course content in grades 6-12 (thinking, reading, writing, composing, viewing, speaking and listening). In addition, candidates study, analyze, discuss, debate and implement (in a public school setting) state-of-the-art pedagogical methods for teaching English Language Arts. They reflect upon their teaching experiences on the basis of self-critique as well as feedback from both the course instructor and the cooperating teacher.

ID. Accommodations for handicapping conditions will be honored. Candidates who have a physical or learning disability should contact the instructor or the Student Support Services Office.

II. OBJECTIVES--Candidates will:

1. Define "English" and "English Language Arts;"
2. Trace the historical development of the academic discipline "English;"
3. Discuss and evaluate curriculum development in English Language Arts, noting particularly recent developments such as the creation of the NCATE/IRA Standards for the English Language Arts and the South Carolina English Language Arts Curriculum Framework and Reading/ELA Curriculum Standards.
4. Read and evaluate current research on the curriculum content of English Language Arts;
5. Read and evaluate current research on pedagogical practices for teaching English Language Arts;
6. Discuss and evaluate issues and trends related to the teaching of composition/writing (process approach, grammar, spelling, vocabulary, assessment and assessment alternatives [e. g. rubrics], etc.);
7. Discuss and evaluate issues and trends related to visual literacy, media, computer and other instructional technology in the teaching of English Language Arts;
8. View and evaluate sample short films with an eye toward using them in English class.
9. Preview and evaluate computer software with applicability to the English Language Arts classroom;
10. Discuss and evaluate issues and trends related to the teaching of reading (selections, whole language, reader response, skills/decoding approaches, YA literature, classics, assessment, etc.);
11. Describe and evaluate techniques for teaching literature (as applied to their reading of several poems, two short stories, and a novel [The Owl's Song]);
12. Discuss and evaluate issues and trends related to the integration of the language arts--reading, writing, speaking, listening, viewing, thinking--(reader response, whole language, 4 Blocks, journals, etc.);
13. Analyze the classroom implications of the varieties of English spoken today;
14. Discuss the implications of multicultural education for teachers of English Language Arts;
15. Devise teaching strategies for integrating multicultural course content into English Language Arts;
16. Devise teaching strategies for heterogeneously-grouped students in English Language Arts;
17. Prepare and teach sample lessons on typical English Language Arts topics;
18. Teach English Language Arts lessons to students in classrooms under the guidance and direction of a cooperating teacher and the course instructor;
19. Engage in reflective teaching practice (description, reflection, analysis, and action);
20. Discuss and evaluate general issues and trends in secondary education (effective instructional practices, parental involvement in schools, classroom management, evaluation of student performance, multicultural education, education of the handicapped, use of media, computer and other instructional technology, teaching controversial content, book censorship, teacher effectiveness assessment, professionalization of teaching, etc.) from the point of view of the English Language Arts teacher;
21. Keep a writing/reflective journal;
22. Participate in a service learning project (at either D. R. Hill, Broome High School, or the University Writing Center);
23. Test theories and methods of composition instruction in an action research setting;
24. Prepare a report of findings on the teaching of writing based on service experiences.

III. READING

Burke, Jim. The English Teacher's Companion. Boynton/Cook, 1999.

Hale, Janet Campbell. The Owl's Song. U of NM Press, 1997 [1974].

Other reading as assigned and recommended

IV. REQUIREMENTS/ASSIGNMENTS/GRADING: Assignments are due on the dates specified below. In the event you fail to turn an assignment in on time, one letter grade will be "subtracted" per day the assignment is late. The weight of each assignment, its impact on your grade in the course, is provided in parenthesis.

A. Attendance/participation. (10%) Attend ALL class sessions (miss more than 2="F" in attendance/ participation). Excessive tardiness will count as absence. A conference with the instructor will follow the second missed class session. After three (3) absences, the instructor will recommend withdrawal from the course. Participate in class discussions, and do all assignments.

B. Keep a writing journal (15%)--due 9/09, 9/30, 10/28, and 12/2/03. NOTE: The final set of five entries (due on 12/2) must be reflective analyses of the lessons you observed and taught at

D. R. Hill.--Portfolio, PD's 3, 4, 5, and/or 6

C. Read THE OWL'S SONG (Small group assignment--10%)—due 10/07/03--Portfolio, PD's 2, 3, 4, 5, 6, 8, and/or 9

D. Software, internet preview and evaluation experience (@ USCS, M-122)--10/21/03--Portfolio, PD's 3, 5, 6, and/or 10

E. Censorship case study experience--11/18/03--Portfolio, PD's 2, 5, 6, and/or 10

F. Service/Research Project (20%)--due 11/25/03--Portfolio, PD's 2, 3, 4, 5, 6, 7, and/or 10

Ser/Res Project Time Line

* prelim. list of (5 min.) sources due by 10/22/02

* optional draft status check on 11/12/02

* paper due on 11/26/02

Grading criteria for Ser/Res Project

*10 sessions--40%

*paper's format--15%

*paper's content--45% (15% ea. part)

G. Practicum lessons (3 @ 15% = 45%)--11/18 – 12/2/03--Portfolio, PD's 2, 3, 4, 5, 6, 7, 8, 9, 10

Grading criteria for each lesson

*lesson plan--25% (see Guidelines provided. Rubric: A = all components accounted for with sufficient development; B = no more than one "weak" component; C = no more than two "weak" components)

*effective instruction (See ADEPT criteria. Rubric: A = M or E on 7 ADEPT PD's; B = M or E on 6 PD's; C = M or E on 5 PD's)--50%

*reflective teaching component (final set of five entries in the writing journal)--25%

V. COURSE TOPICS

Coordinate relevant readings in the Burke text (B) with the topics listed below. To enhance class discussion complete the reading prior to the date listed.

1. English Language Arts (ELA) curriculum ("strands" and Framework)--8/26 - 9/02/03

2. History of ELA as a discipline: the Dichotomy--9/02/03

3. Composition, composing processes, grammar issues, I--9/02/03 (B-6, 7)

4. In-service: Service Projects Overview--9/09/03 (B—15)

Service Learning in ELA

TBA--Writing Center Service/Research Project (meet @USCS in HPAC 133)

TBA--D. R. Hill Middle School Service Project (meet @ D. R. Hill Middle School)

TBA—Broome High School Service Project

5. Composition, composing processes, grammar issues, II 9/16/03 (B-6, 7)

6. Reading and responding to literature, I 9/16/03 (B—4, 5)

7. A/V media in ELA 9/23/03 (B-13)

8. Practicum overview (logistics, assignments) 9/23/03 Meet cooperating teachers, etc. 9/30/03

9. Reading and responding to literature, II 9/30/03 (B-4, 5)

10. Teaching (Multicultural) Literature: THE OWL'S SONG 10/07/03 (B-18)

NOTE: NO CLASS ON 10/14/03

11. Computer Technology in ELA: Preview and Evaluation Experience (@USCS in M-122) 10/21/03 (B-12)

12. Instructional format, lesson planning, evaluative criteria 10/28 – 11/11/03

13. Engendering creativity in ELA 11/11/03 (B-9)
14. Censorship and the ELA teacher 11/18/03 (B-21)
15. Speaking and listening considerations 11/18/03 (B-8)
16. Reflective teaching practice; teacher effectiveness criteria applied 11/18 – 12/02/03
17. Additional diversity-related and multicultural issues in ELA 11/25/03 (B-16, 17, 18)
18. Practicum teaching (lessons) 11/18 – 12/02/03
19. Lesson reflections—11/25 – 12/02/03
20. Service / Research project due 11/25/03
21. Personal and Professional Growth in the teaching of ELA 12/02/03 (B-22, 26, 27, 28)
22. Final set of Journal entries due 12/02/03

***NOTE: CHANGES MAY BE MADE TO THIS SYLLABUS
AS THE CLASS SITUATION DICTATES.***

COURSE BIBLIOGRAPHY

(These books are available in the USCS Library, the
SOE Curriculum Resources Center, or from Charles)

- Atwell, Nancie. *IN THE MIDDLE: WRITING, READING, AND LEARNING WITH ADOLESCENTS*. Boynton-Cook, 1987.
- Beach, Richard and James Marshall. *TEACHING LITERATURE IN THE SECONDARY SCHOOL*. Harcourt, Brace Jovanovich, Inc., 1991.
- Bleich, David. *READINGS AND FEELINGS: AN INTRODUCTION TO SUBJECTIVE CRITICISM*. NCTE, 1975.
- Britton, James, Tony Burgess, Nancy Martin, Alex McLeod, and Harold Rosen. *THE DEVELOPMENT OF WRITING ABILITIES (11-18)*. Macmillan, 1975.
- Burke, Jim. *THE ENGLISH TEACHER'S COMPANION*. Boynton-Cook, 1999.
- Elbow, Peter. *EMBRACING CONTRARIES*. Oxford University P, 1986.
- _____. *WRITING WITHOUT TEACHERS*. Oxford University P, 1973.
- Emig, Janet. *THE COMPOSING PROCESSES OF TWELFTH GRADERS (Research Report 13)*. NCTE, 1971.
- Farrell, Edmund J. and James R. Squire, eds. *TRANSACTIONS WITH LITERATURE*. NCTE, 1990.
- Gere, Anne Ruggles, et al. *LANGUAGE AND REFLECTION*. Macmillan, 1992.
- Hall, Donald and Sven Birkerts. *WRITING WELL*, 7th ed. Harper Collins, 1991.
- Hawisher, Gail E. and Anna O. Soter, eds. *ON LITERACY AND ITS TEACHING*. SUNY P, 1990.
- Hook, J. N. and William H. Evans. *THE TEACHING OF HIGH SCHOOL ENGLISH*,

- 5th ed. Macmillan, 1986.
- Karolides, Nicholas J., ed. *READER RESPONSE IN THE CLASSROOM*. Longman, 1992.
- Lacey, Richard A. *SEEING WITH FEELING: FILM IN THE CLASSROOM*. Saunders, 1972.
- Lindemann, Erika. *A RHETORIC FOR WRITING TEACHERS*. Oxford University P, 1982.
- Lloyd-Jones, Richard and Andrea A. Lunsford, eds. *THE ENGLISH COALITION CONFERENCE: DEMOCRACY THROUGH LANGUAGE*. NCTE, 1989.
- Maxwell, Rhoda J. and Mary Jordan Meiser. *TEACHING ENGLISH IN MIDDLE AND SECONDARY SCHOOLS*. Macmillan, 1993.
- Moffett, James. *TEACHING THE UNIVERSE OF DISCOURSE*. Houghton-Mifflin, 1983.
- NCTE/IRA. *STANDARDS FOR THE ENGLISH LANGUAGE ARTS*. NCTE, 1996.
- Probst, Robert E. *RESPONSE AND ANALYSIS*. Boynton Cook, 1988.
- Purves, Alan, Teresa Rogers, and Anna O. Soter. *HOW PORCUPINES MAKE LOVE: TEACHING A RESPONSE-CENTERED LITERATURE CURRICULUM*, 2nd ed. Longman, 1990.
- Rosenblatt, Louise M. *LITERATURE AS EXPLORATION*. MLA, 1976 (1938).
- Smagorinsky, Peter. *TEACHING ENGLISH THROUGH PRINCIPLED PRACTICE*. Merrill, 2002.
- South Carolina State Board of Education. *SOUTH CAROLINA ENGLISH LANGUAGE ARTS FRAMEWORK*. 1996.
- _____. *ENGLISH LANGUAGE ARTS CURRICULUM STANDARDS*. 2002.
- _____. *READING/ENGLISH LANGUAGE ARTS CURRICULUM STANDARDS*. 1998.
- Soven, Margot Iris. *TEACHING WRITING IN MIDDLE AND SECONDARY SCHOOLS*. Allyn and Bacon, 1999.
- Tchudi, Stephen and Diana Mitchell. *EXPLORATIONS IN THE TEACHING OF ENGLISH*. Harper and Row, 1989.
- _____ and Susan J. Tchudi. *THE ENGLISH LANGUAGE ARTS HANDBOOK*. Boynton/Cook, 1991.
- Teasley, Alan B. and Ann Wilder. *REEL CONVERSATIONS: READING FILMS WITH YOUNG ADULTS*. Boynton-Cook, 1997.