

UNIVERSITY OF DETROIT MERCY
EDUCATION 474

Winter Term, 2005

Tuesday 6:40 – 9:10 PM (plus one-hour field experience required)

Classroom: Briggs 211

3 credit hours

Instructor: Mrs. Marian Judkins-Sutton [*email: mbjsuttonudm@aol.com*]

Office: Adjunct Office – Reno Hall

Phone: (313) 578-0401

Office hours: By appointment

Home: (313) 863-3641

Course Description:

This course will examine the theoretical bases, goals and objectives, instructional materials, curriculum planning, and techniques of instruction and evaluation for teaching English at the secondary level.

Prerequisite: Admission into the Teacher Certification Program; EDU402, EDU432 and EDU469

Text:

Burke, Jim, *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. New Hampshire: Heinemann, 2003 – Second Edition

Other readings as needed.

Course Objective:

The pre-service English educator will:

1. Develop an educational philosophy for teaching English at the high school level.
2. Identify, select, and develop a variety of instructional strategies and techniques for use in the English classroom.
3. Identify the major instructional theories in English education today.
4. Construct an original teaching unit in a particular content area of Secondary English.
5. Become more knowledgeable about effective teaching strategies for the multicultural classroom.
6. Develop effective evaluation strategies.
7. Collaborate with classmates, on and off site to participate in a variety of instructional/educational activities.

Course Requirements:

1. **Regular Class Attendance:** Student are required to attend class regularly because the major organization of this course is based upon constructivism and the Socratic Seminar Format; therefore many reflective collaborative / shared student activities CANNOT BE RESCHEDULED!!!
2. **Unit Lesson Plan:** Students are required to develop, write, and submit a unit of 8-10 days in either composition or literature at the secondary level. The unit should include the following components:
 1. Unit Title
 2. Background Information
 3. Desired Student Outcomes
 4. Possible Whole-Class Actives
 5. Possible Small-Group Activities
 6. Possible Individual Activities
 7. Instructional Resources
 8. Sequence of Instructional Techniques/Learning Activities by Week and Day
 9. Evaluation for Unit

3. **Field Observation:** Students will observe three different high school English classes. The classes observed should include lessons in both writing and literature. Students will prepare a two-page observation summary for each visit. The observation summary should be structured in the following way:

Identification: School, course title, grade, teacher, lesson title, performance objective, materials, instruction and evaluation techniques.

Observation: Effective/creative teaching strategies, innovative instructional materials, teacher attitudes, coping mechanisms for behavior problems, bulletin boards, and general classroom environment.

Evaluation: Any techniques, ideas, materials you would like to use. What was your personal reaction to the class? Was the classroom atmosphere positive, exciting? Why?

4. **Literature reviews:** Students are required to write two (2), two-page-typed-review of articles or books, two-page typed reviews of articles or books on teaching composition or literature. A format for the reviews is attached. You may choose from articles, books, and journals listed in the suggested reading section of the syllabus, from the text, or from the instructor's suggestions about appropriate texts from the field of English education. Please clear your choices with your professor before working on the reviews. (Note that "literature" used here refers not to works of poetry, fiction, and drama, but to the research literature of the discipline.)

5. **Reflective Journal:** Students will keep a weekly reflective journal in which they record their evolving thoughts about teaching English. This journal is the place for you to connect the readings and discussions to (1) your own education and experience, and/or (2) how you plan to teach. In your reflections, you should, to paraphrase John Dewey, turn a subject over in your mind “and give it serious and consecutive consideration” (How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process). This journal is important in our discussions.

Course Organization:

Since this course will be organized as a reading, teaching and discussion course. Students will meet to discuss the readings and plan the other components of the course.

Course Evaluation:

1. Unit Lesson Plans	30	<u>Grading Scale</u>	A	93 - 101
2. Field Observations (3 at 7 points each)	21		B	86 - 92
3. Literature Reviews (2 at 10 each)	20		C	78 - 85
4. Reflective Journals and class participation	30		D	70 - 77
	<u> </u>		F	69 - Below
Total	101			
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All Assignments must be submitted on Time

Guidelines for Literature Reviews

Your task in writing a literature review is to deepen your understanding of an article, book, or section of a book. You're interested in determining and explaining what an author says, what you find most compelling about the literature under review, what assumptions underlie the argument, and what conclusions and implications can be drawn.

Organize your reviews into four sections: introduction, summary, response/reflection, and conclusions.

Introduction: Introduce and name the article or book under discussion (including the source, if it is an article), and the author. You may also provide background information on the relevance or appeal of the selection.

Summary: Meaningfully but briefly, summarize the author's main points, making sure to state the author's purpose for writing.

Response/reflection: Respond to and reflect on the author's points. With which views do you agree? With which do you disagree? Discuss your reasons for agreement and disagreement, when possible tying these to assumptions, both the author's and your own. What did you learn from the piece, or find most compelling or puzzling, and why did these issues strike you?

Conclusion: State any final observations you may have about the literature under review. This may include your conclusions about the overall validity of the piece, your assessment of the author's success at achieving his or her aims, your reactions to the author's views, or a restatement of what you learned or found most compelling in the piece.

Other Requirements:

Participate regularly and actively in class activities.

Demonstrated competency:

*Application of theory to practice

*Sharing of thought processes, which lead to stated conclusions, summaries, and evaluations.

Teaching specific material from the text with other class members. This lesson will demonstrate effective teaching strategies; it will include but not be limited to the following: specific outcomes instructional strategies for observation feedback and an evaluation.

Text Review Approved Reading List

The following are approved for the text reviews. You may also suggest texts of your own, but clear your choice first.

Atwell, Nancie. *In the Middle: New Understandings about Writing, Reading, and Learning*. 2nd edition. Portsmouth, NH: Heinemann, 1998.

Berthoff, Ann E. *The Making of Meaning: Metaphors, Models, and Maxims for Writing Teachers*. Upper Montclair, NJ: Boynton/Cook, 1981.

Calkins, Lucy McCormick. *The Art of Teaching Writing*. New edition. Portsmouth, NH: Heinemann, 1994.

Collins, James L. *Strategies for Struggling Writers*. New York: Guilford Press, 1998

Delpit, Lisa. *Other People's Children*. New York: New York University Press,

Emig, Janet. *The Web of Meaning: Essays on Writing, Teaching, Learning, and Thinking*. Upper Montclair, NJ: Boynton/Cook, 1983.

Gere, Anne Ruggles, et al. *Language and Reflection: An Integrated Approach to Teaching English*. New York: McMillan, 1992.

Gill, Kent, ed. *Process and Portfolios in Writing Instruction*. Urbana, IL: NCYE, 1993.

Graves, Donald. *Writing: Teachers & Children at Work*. Portsmouth, NH: Heinemann, 1986.

Graves, Donald. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann, 1994.

Heath, Shirley Brice. *Ways with Words*. New York: Cambridge University Press, 1983

Hiebert, Elfrieda H. and Taffy E. Raphael. *Early Literacy Instruction*. New York: Harcourt Brace. 1998.

NCTE. *Teaching the Writing Process in High School*. Urbana, IL: NCTE, 1995.

Raphael, Taffy E. and Elfrieda H. Hiebert. *Creating an Integrated Approach to Literacy Instruction*. New York: Harcourt Brace, 1996.

Tchudi, Stephen and Diana Mitchell. *Exploring and Teaching the Language Arts*. 4/E. New York: Longman, 1999.

Yancey, Kathleen Blake, ed. *Portfolios in the Writing Classroom*. Urbana, IL: NCTE, 1992



- References:
- Allen, J. (1995). *It's never too late: Leading adolescents to lifelong literacy*. Portsmouth, NH: Boyton/Cook Publishers.
- Allen, J., & Gonzalez, K. (1998). *There's room for me here: Literacy, technology in the middle school*. York, ME: Stenhouse Publishers.
- Beach, R. (1993). *A teacher's introduction to reader-response theories*. Urbana, IL: NCTE.
- Brown, J. E., & Stephens, E. C. (1995). *Teaching young adult literature: Sharing the connection*. New York: Wadsworth Publishing Company.
- Burke, J. (1999). *The English teacher's companion: A complete guide to classroom curriculum, and the profession*. Portsmouth, NH: Boyton/Cook Publishers.
- Copeland, J. S. (1997). *Young adult literature: A contemporary reader*. Needham Heights, MA: Simon & Shuster Custom Publishing.
- Langer, J. A., & Applebee, A. N. (1987). *How writing shapes thinking: A study of teaching and learning*. Urbana, IL: NCTE.
- Michigan Department of Education (1998). *Core Curriculum Frameworks for English/language arts*.
- Olson, C. B. (Ed.). (1996). *Practical ideas for teaching writing as a process at the elementary and middle school levels*. Sacramento, CA: California Department of Education.
- Pace, G. (Ed.). (1995). *Whole learning in the middle school: Evolution and transition*. Norwood, MA: Christopehr-Gordon Publishers, Inc.
- Pilgreen, J. (2000). *The SSR handbook: How to organize and manage a sustained silent reading program*. Portsmouth, NH: Boyton/Cook Publishers.
- Rhodes, L. K., & Dudley-Marling, C. (1996). *Readers and writers with a difference: A holistic approach to teaching struggling readers and writers*. Portsmouth, NH: Boyton/Cook Publishers.
- Richardson, J. (2000). *Read it aloud!: Using literature in the secondary content classroom*. Newark, DE: International Reading Association.
- Rief, L. (1992). *Seeking diversity: Language arts with adolescents*. Portsmouth, NH: Boyton/Cook Publishers.
- Romano, T. (1987). *Clearing the way: Working with teenage writers*. Portsmouth, NH: Boyton/Cook Publishers.
- Scholes, R. (1985). *Textual power: Literary theory and the teaching of English*. New Haven, CT: Yale University Press.
- Small, R. C. (Ed.). (1996). *Guidelines for the preparation of teachers of English*. Newark, DE: International Reading Association and Urbana, IL: National Council of Teachers of English.
- Tchudi, S. (Ed.). (1997). *Alternatives to grading student writing*. Urbana, IL: National Council of Teachers of English.
- Weaver, C. (Ed.). (1998). *Lessons to share: On teaching grammar in context*. Portsmouth, NH: Boyton/Cook Publishers.

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Schedule of Work

<u>Date</u>	<u>Assignment</u>
Week 1	Introduction to course – Examine syllabus Begin to discuss information from Chapter 1
Week 2	Discuss Chapters 1-2; - Journal #1 Assignment: Class Presentations
Week 3	Discuss Chapters 3-4 – Journal #2
Week 4	Discuss Chapters 5-6 Due: Field Observation 1
Week 5	Discuss Chapters 7-9
Week 6	Discuss Chapters 10-12 <u>Due: Literature review 1</u>
Week 7	Discuss Chapter 13-15 Due: Field Observation 2
Week 8	Discuss Chapters 16-18 <u>Due Unit Lesson Plan Draft and Peer Edit Review</u>
<u>Mar 7 – 13, 2005 – Mid Winter Break</u>	
Week 9	Discuss Chapters 19 - 21 <u>Due: Finalized copy of Unit Lesson Plan</u>
Week 10	Discuss Chapters 22 - 24 <u>Due: Literature Review 2</u>
Week 11	Library Research Assignment
Week 12	Discuss Chapters 25 -27 Mini Lessons Due: Field Observation # 3
Week 13	Speaker / Workshop Historic Museum
Week 14	Review Selected Chapters and Appendices – TBA Due Idea / Mini Lessons
Week 15	Sharing of Unit Plans, Literature Reviews, Reflections, Idea Boxes

The above is subject to change depending upon class interaction as this course develops throughout the term. All changes will be noted in class. It's the responsibility of the student to stay informed of course requirements.

PLAGIARISM & ACADEMIC INTEGRITY

Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source. Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from an "0" grade on an assignment to failure in a course or even to dismissal from the University.