2013 Winter Trimester
ENG 417, METHODS OF TEACHING ENGLISH
Monday, 5:55 to 9:45

INSTRUCTOR: Dr. Rebecca Jordan   OFFICE LOCATION: Tatum Court, Third Floor

OFFICE PHONE NUMBER: 601.318.6150   HOME PHONE NUMBER: 601.545.8370

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COMMON CORE STANDARDS – This course is aligned to the Common Core Standards in English Language Arts – High School. http://www.corestandards.org/ELA-Literacy

ACADEMIC HONESTY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the student handbook, The Red Book.

STUDENT WITH DISABILITIES: Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodation should contact Mrs. Valerie Bridgeforth at 601-318-6188. Mrs. Bridgeforth’s office is located in Student Services in Lawrence Hall.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.)
- the Dean of Arts and Letters must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

DISASTER PLAN STATEMENT: In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader
Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

TOBACCO FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

ATTENDANCE:
- Successful completion of this course requires regular and prompt attendance. The catalog states students must attend 75% of the class meetings in order to receive credit for the course.
- Attendance will be taken at the beginning of class.
- All absences are counted the same. All absences are unexcused including those classes missed for adding the course late and classes missed due to college-related trips.
- Tardies are harmful to the final grade. (Excessive tardies can result in a reduction of the final grade.)

CLASS DEMEANOR:
Disruption of other students’ academic progress will not be tolerated. Disruptions include any of the following:
- Arriving late to class
- Leaving class early without prior notice
- Taking unauthorized breaks during class
- Operating, ringing, or texting of cellular phones during class (leave the phone in a purse or pocket)
- Leaving class to answer a cell phone
- Using a lap top during class without permission
- Using Pods during class
- Reading or studying anything in class other than ENG 417
- Speaking to students or faculty in a disrespectful or intimating manner
- Conducting private conversations during class.
- Bringing children to class (Children are NOT PERMITTED to attend class with their parents. Children are NOT PERMITTED to remain outside the classroom either supervised or unsupervised while the parent attends class. Parents are responsible for making child care arrangements for their children. (The Red Book, page 7)
- Other behavior judged by the professor as disruptive to the learning process

The professor reserves the privilege of excusing disruptive students from class and/or reducing a student’s final average in the course for any of the reasons listed above.

CLASS PARTICIPATION:
- ENG 417 is an interactive class; therefore, you have a responsibility not only to yourself, but also to the class members to be at all class meetings on time and prepared for the class. Your presence, punctuality, preparation, and participation are crucial to success in this class. Be prepared to discuss the assignments on the day they are due. Good participation--pertinent questions, constructive comments, observations, and contributions--enhances your grade.

- In-class grades cannot be made up. **No late assignments will be accepted.** Keeping your work organized is another important element of your success in this class. Be sure to back up all of your work on a flash or jump drive. All computers are more or less
guaranteed to crash. Don’t let your class work and your grade crash with it. Technology issues are not an acceptable reason for a late paper.

REQUIRED TEXT AND MATERIALS:


CATALOG DESCRIPTION:
English 417 is a study in the theories, strategies, and materials of teaching English on the junior and senior high school levels.

COURSE DESCRIPTION AND RATIONALE:
This course is designed to acquaint the individual with methods and materials appropriate for use by teachers of secondary level English classes. English 417 is required of all English majors certifying to teach in the secondary school level and must be completed before students begin student teaching.

GENERAL STUDENT LEARNING OUTCOMES:
Through critical readings, field experience, expressive writing (writing to learn), expository writing (writing to communicate), focused class discussion, individual oral presentations, and teaching portfolios, students will be able to:
- Synthesize theoretical readings on English language arts
- Observe a veteran teacher
- Formulate a philosophy of teaching English language arts
- Design and create lesson plans

SPECIFIC STUDENT LEARNING OUTCOMES:
I. ELA Candidate Attitudes
   Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. AS A RESULT, CANDIDATES
   - NCTE 2.1: Create an inclusive and supportive learning environment in which all students can engage in learning.
   - NCTE 2.2: Use ELA (English language arts) to help their future students become familiar with their own and others’ cultures.
   - NCTE 2.3: Use the results of reflective practice, involvement in professional organizations, and collaboration with faculty.
   - NCTE 2.4: Design and implement instruction and assessment that assist students in developing habits of critical thinking and judgment.
   - NCTE 2.5: Make meaningful connections between the ELA curriculum and developments in culture, society, and education.
   - NCTE 2.6: Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.

II. ELA Candidate Knowledge
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings. AS A RESULT, CANDIDATES

- NCTE 3.1: Demonstrate knowledge of, and skills in the use of, the English language.
- NCTE 3.2: Demonstrate knowledge of the practices or oral, visual, and written literacy.
- NCTE 3.3: Demonstrate knowledge of the reading process.
- NCTE 3.4: Demonstrate knowledge of different composing processes.
- NCTE 3.5: Demonstrate knowledge of, and uses for, an extensive range of literature.
- NCTE 3.6: Demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- NCTE 3.7: Demonstrate knowledge of research theory and findings in ELA.

III. 4.0 Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. AS A RESULT, CANDIDATES WILL BE ABLE TO CONCEPTUALIZE HOW TO

- NCTE 4.1: Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA
- NCTE 4.2: Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and ;by providing students with opportunities for feedback and reflection
- NCTE 4.3: Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines
- NCTE 4.4: Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability
- NCTE 4.7: Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication
- NCTE 4.8: Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances
- NCTE 4.9: Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students
- NCTE 4.10: Integrate assessment consistently into instruction by:
  - Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences
  - Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction
  - Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing
Explaining to students, parents, and others concerned with education how students are assessed.

CLASS REQUIREMENTS:
88 pts. One portfolio on Teaching ELA General Philosophy (8 pts.)
  • Oral presentations + Power Point handouts (2 pts.)
  • Reflective journal entries (2 pts.)
  • Teaching ELA General Philosophy (4 pts.)

Four portfolios on teaching reading, teaching writing, teaching speaking/listening, teaching language at 20 pts. each
  • Oral presentations + Power Point handouts (4 pts.)
  • Reflective journal entries (4 pts.)
  • Two annotative bibliographic entries (4 pts.)
  • 3-5 page essay on theories and methods with three sources (4 pts.)
  • 3-5 day lesson plan (4 pts.)

12 pts. Classroom observation report

FINAL GRADING SCALE:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Teaching
ELA
Portfolios
NAME__________________________________________SCORE____________

TEACHING ENGLISH LANGUAGE ARTS PORTFOLIOS

Teaching ELA Introductory Material (8 pts.)
- Oral presentation + all power point handouts (2 pts.)
- Reflective journal entries (2 pts.)
- 1-2 pages on teaching ELA general philosophy with 1 source (4 pts.)

Teaching Reading Portfolio (20 pts.)
- Oral presentation + all power point handouts (4 pts.)
- 2 annotative bibliographic entries (4 pts.)
- Reflective journal entries (4 pts.)
- 3-5 page theory and methods essay with 3 sources (4 pts.)
- 3-5 day lesson plan (4 pts.)

Teaching Writing Portfolio (20 pts.)
- Oral presentation + all power point handouts (4 pts.)
- 2 annotative bibliographic entries (4 pts.)
- Reflective journal entries (4 pts.)
- 3-5 page theory and methods essay with 3 sources (4 pts.)
- 3-5 day lesson plan (4 pts.)

Teaching Speaking/Listening (20 pts.)
- Oral presentation + all power point handouts (4 pts.)
- 2 annotative bibliographic entries (4 pts.)
- Reflective journal entries (4 pts.)
- 3-5 page theory and methods essay with 3 sources (4 pts.)
- 3-5 day lesson plan (4 pts.)

Teaching Language (20 pts.)
- Oral presentation + all power point handouts (4 pts.)
- 2 annotative bibliographic entries (4 pts.)
- Reflective journal entries (4 pts.)
- 3-5 page theory and methods essay with 3 sources (4 pts.)
- 3-5 day lesson plan (4 pts.)
NAME ______________________________SCORE________________

TEACHING ENGLISH LANGUAGE ARTS PORTFOLIOS

_______ Teaching ELA General Philosophy Portfolio (8 pts.)
  • Oral presentation + power point handouts (2 pts.)
  • Reflective journal entries (2 pts.)
  • 1-2 page on teaching ELA general philosophy (4 pts.)

_______ Teaching Reading Portfolio

_______ Teaching Writing Portfolio

_______ Teaching Speaking/Listening Portfolio

_______ Teaching Language Portfolio
  • Oral presentation + power point handouts (4 pts.)
  • 2 annotative bibliographic entries (4 pts.)
  • Reflective journal entries (4 pts.)
  • 3-5 page theory and methods essay with 3 sources (4 pts.)
  • 3-5 day lesson plan (4 pts.)

For each of the five portfolios, the following should be placed in a ½ inch loose leaf notebook with a divider for each of the five sections.

Individual/Collaborative Oral Presentations + power point handouts (4 pts. each)
  o Reflects evidence of thorough and reflective reading of material
  o Demonstrates a well organized, clear, and understandable presentation that observes the time allotted on the syllabus
  o Displays effective use of the symposium as necessary that enhances the presentation; power point handouts provided for the class and professor.
  o Effective oral presentation: eye contact, effective use of body, clear enunciation and pronunciation, correct grammar, volume loud enough, rate of speaking not too fast, avoidance of reading too much

1 2 OR 1 2 3 4

Reflective Journal Entries (4 pts. each)
  o Put a running head (last name page number) in the upper right hand corner beginning with the first page
  o Double space your name, Dr. Jordan, ENG 417, and the date on the unlined, upper left hand corner of the notebook paper.
  o Two spaces down, center the subject of the learning log given in Teaching English and the page number.
    Example: I Remember You, 4
  o Using computer, write on the subject for a minimum of one page. Do not skip every other line.
  o Presence of all 12 reflective journal entries
  o The reflective journal entry is a minimum of one single spaced, typed page.
  o Staple reflective journals together if more than one page.

1 2 OR 1 2 3 4

Annotated Bibliography (4 pts.)
  o The two bibliographic entries are from the NCTE web site: User Name: 134532; Password: Jordan
  o There are 2 bibliographic entries on teaching reading or writing or speaking/listening or language from the following NCTE academic journals: English Journal, Voices from the Middle, Language Arts, English Education, Research in the Teaching of English, College English, and College Composition and Composition.
  o The correct bibliography form for an academic journal article is used:
  o The annotation contains a paragraph that is a succinct summary of the academic article and a paragraph that describes personal pedagogical implications for the present or future.
  o A stapled copy of each journal entry follows the annotated bibliography
PHILOSOPHY OF TEACHING ENGLISH LANGUAGE ARTS WRITING RESPONSE SHEET

(Essays must be put into the drop box in D2L by the date on which the essay is to be turned in. Failure to do so will result in deduction of points.)

WRITER ________________________________

| Teaching ELA General Philosophy (4 pts.) | ________ (out of a 100) X .4 = ____________ |
| Teaching Reading Essay Score (4 pts.) | ________ (out of a 100) X .4 = ____________ |
| Teaching Writing Essay Score (4 pts.) | ________ (out of a 100) X .4 = ____________ |
| Teaching Speaking/Listening Essay Score (4 pts.) | ________ (out of a 100) X .4 = ____________ |
| Teaching Language Essay (4 pts.) | ________ (out of a 100) X .4 = ____________ |

Organization and Development (51 pts.)

| 1 | The title attracts attention and gives a forecast of the subject matter of the essay. (5 pts.) |
| 2 | The introduction/lead-in entices readers to read on. (5 pts.) |
| 3 | The thesis statement asserts one clearly focused idea/opinion. (10 pts.) |
| 4 | The essay has adequate details, examples, and/or illustrations in the form of quotes or summaries to support the thesis sentence. (11 pts.) |
| 5 | Clearly arranged ideas and effective transitions foster the essay's coherence. (5 pts.) |
| 6 | All sentences and paragraphs develop or add to the thesis sentence? (Unity) (10 pts.) |
| 7 | The concluding paragraph provides a suitable ending for the essay. (5 pts.) |

Mechanics and Usage (30 pts.)

| 8 | The essay avoids comma splices. (COMMA SPLICE: I ran over some broken glass, it did not puncture my tires. COMMA SPLICE CORRECTIONS: (1) I ran over some broken glass; it did not puncture my tires. (2) I ran over some broken glass, but it did not puncture my tires. (3) I ran over some broken glass. It did not puncture my tires. (4) I ran over some broken glass; however, it did not puncture my tires. (5) Although I ran over some broken glass, it did not puncture my tires. (2 pts.) |
| 9 | The essay avoids fused or run-on sentences. (FUSED OR RUN-ON SENTENCE: I ran over some glass it did not puncture my tires. FUSED OR RUN-ON SENTENCES CORRECTION: (1) I ran over some broken glass; it did not puncture my tires. (2) I ran over some broken glass, but it did not puncture my tires. (3) I ran over some broken glass. It did not puncture my tires. (4) I ran over some broken glass; however, it did not puncture my tires. (5) Although I ran over some broken glass, it did not puncture my tires. (2 pts.) |
| 10 | The essay is free of unacceptable fragments. (FRAGMENT: At Liz’s most recent wedding, the photographer used an instant camera. Because her marriages break up so fast. CORRECTION: Because her marriages break up so fast, the photographer used an instant camera at Liz’s most recent wedding.) (2 pts.) |
| 11 | The essay is free of wrong verb forms. (I seen him yesterday. CORRECTION: I saw him Yesterday.) (2 pts.) |
| 12 | Each verb agrees with its subject. (The actions of the new senator hasn’t [should be haven’t] been consistent with his campaign promises.) (2 pts.) |
| 13 | The essay is free of pronoun agreement errors. (To get a temperamental actress to sign a contract, the director would lock them [should be her] in their dressing room. (2 pts.) |
| 14 | The essay correctly uses pronoun case. (She gave the dinner for Mother and I. CORRECTION: She gave the dinner for Mother and me.) (2 pts.) |
| 15 | The essay avoids dangling modifiers. (Slamming on the brakes, the car skidded. CORRECTION: After he slammed on the brakes, the car skidded.) (2 pts.) |
The essay is free of misspelled words. The essay correctly uses words such as affect/effect, its/it’s, there/their, to/too/two. (2 pts.)

The essay correctly sets off with a comma an introductory phrase or clause. (After we had finished our laundry, we discovered one sock was missing.) (2 pts.)

The essay correctly uses a comma to separate two independent clauses joined by a coordinating conjunction. (Bill can bury his savings in the backyard, but he can't expect Mother Nature to pay interest.) (2 pts.)

The essay avoids unnecessary, misplaced, or omitted commas or other marks of punctuation. For example, a writer should avoid placing a comma between a subject and verb or before a coordinating conjunction connecting two verbs, two adjectives, or two nouns. (2 pts.)

The essay uses capital letters correctly: proper names; their abbreviations and acronyms; titles of persons before their names; titles and subtitles of books, plays, essays, and other titled works; the pronoun I and the interjection O; the first word of sentences and of directly quoted speech, etc. The essay also avoids unnecessary capitals. (2 pts.)

The essay correctly uses the apostrophe for showing possession for noun s and indefinite pronouns, contractions and numbers, and plurals formed with an apostrophe; the essay also avoids the misuse of the apostrophe with personal pronouns. (2 pts.)

The essay is free of any garbled or incoherent or inconsistent sentence of any kind due to the combination of unrelated ideas, mixed constructions, faulty predication, or shifts in grammatical structure, tone, style, or viewpoint. (Did it ever occur to you of the enormous waste involved in our public economy?) (2 pts.)

MANUSCRIPT FORM (14 pts.)

The writer includes a correct title page if the paper is more than eight pages; and if the paper is less than eight pages, the writer’s name, Dr. Jordan, ENG ____, and the date are doubled spaced in the upper left hand corner of the paper. (2 pts.)

The writer uses a running head—name page number (Smith 1). (2 pts.)

Borrowed material is either quoted, summarized, or paraphrased and is appropriately cited with in-text citations, avoiding plagiarism. (2 pts.)

The writer avoids just putting quotation marks around the material without blending or correctly introducing. (2 pts.)

The writer avoids stitching together quotes and summaries and instead uses sources as supporting material for his/her ideas. (2 pts.)

In-text citations follow correct MLA format. (2 pts.)

The works cited page correctly uses MLA format. (2 pts.)

WORD CHOICE, SENTENCE STYLE, AND STRUCTURE (5 pts.)

The essay consists of accurate and precise word choice that conveys meaning effectively. The paper presents ideas with depth, stylistic force (the imaginative use of language), and a spark of creativity. (1pt.)

The essay expresses information in a concise style, avoiding wordiness and needless repetition. (1pt.)

The sentences reflect variety—simple, compound, complex sentences. The sentences also reflect variety by using grammatical constructions other than the subject to begin sentences. (1pt.)

The essay contains a rhetorically effective use of active and passive voice. Forceful verbs make sentences more emphatic. The active voice is more emphatic than passive voice. PASSIVE VOICE: The race was won by Sylvia. ACTIVE VOICE: Sylvia won the race. (1pt.)

The essay contains a rhetorically effective use of verbs. Forceful linking verbs are more emphatic than forms of have or be (be, am, is, are, was, were, been, being). WORDINESS DUE TO VERB: Rain is symbolic of death in this novel. REVISED: Rain symbolizes death in this novel. (1pt.)

The essay contains a rhetorically effective use of the “dummy subjects” it and there. DUMMY SUBJECT: There are several important reasons he dropped out of school. REVISED: He dropped out of school for several good reasons. DUMMY SUBJECT: It is important for a student to remember to apply for spring graduation. REVISED: A student must remember to apply for spring graduation. (1pt.)
1. **Class description reflection**

   Gaining knowledge of students is critical to effective teaching. English language arts teachers, specifically, have a unique perspective on diversity through the literature we choose to teach and should attend to the varied needs and abilities of their students in designing instruction. ELA teachers should be open to the myriad of possibilities when choosing materials and resources based on the students they teach.

   - For this assignment, you will be asked to carefully consider and describe students’ ethnicity, race, gender, language use, and range of interests and abilities using the following process: observe student diversity in the classroom; be specific and reflect on the age, gender, race, ethnicity, interests and abilities of students and how this make up affects decisions you make for instructional purposes. Interview the mentor teacher concerning the students’ different learning styles and multiple intelligences; then reflect on how you would design lessons that not only appeal to different types of learners (kinesthetic, auditory, and visual), but also the interpersonal, intrapersonal, musical, etc. talents of students.
   
   - Interview the mentor teacher concerning how he/she accommodates cultural diversity and varied interest, intelligences, and learning styles; then reflect on how you would then design instruction that embraces the cultural diversity of the students.
   
   - Using the information you’ve gained through these careful observations and reflections, design a lesson you would teach to this group of students that meets their individual and collective needs and demonstrates your own knowledge of the research, theory and findings of the ELA curricula.

1. **Overview of unit.** What theme/historical period/literary work does the unit cover? Briefly, what types of things are the students going to be doing—reading, writing, viewing, researching, speaking, etc? Include length of unit—number of days, and length of class period.

2. **Rationale for teaching unit.** Why are you teaching this unit? Why are you teaching it this way? Consider these possibilities—curriculum, related to a theme in literature, identified problem in the school, etc. Consider what you know about learning theory, process writing, grammar in context, writing to learn, etc. as support for your activities and methods.

3. **Outline of the unit with detailed lesson plans for 5 days**

   A. **Objectives.**
      1. Common Core State Standards
      2. Specific Learning Outcomes

   B. **Materials.** What materials do you and your students need to have in order to participate in the unit. Include such things as the following (not an exclusive list): textbook(s), journals, writing exercises or prompts (perhaps journal entries) tied to the unit, works of literature (poems, short stories, plays, young adult novels, films, etc). Include a one paragraph plot summary of the selected literature. Include projects, assessment/evaluation tools (rubrics, test, study guides, list of terms, handouts, etc.)

   C. **Methods or Procedures.** How are you going to help students learn? For instance, group work, individual/group projects—basically how will you work with your students. Try to indicate learning theories or concepts behind your strategies. You need to include procedure of activities from bell to bell—Simple numbered list in the order in which you will do them. Also include how long each step should take in minutes.

   D. **Assessment.** How will you arrive at a grade for this unit? Determine a method of grading that deals with various assignments and products. You must be specific here.
IV. Two page reflection/evaluation of the unit. What do you think are the strengths of your unit plan; what are the weaknesses? How do you need to change or adapt your unit plan so that when you teach the unit in EDU 484, Secondary Student Teaching, you can be assured of assisting all students to learn?

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable (1 pt.)</th>
<th>Marginal (2 pts.)</th>
<th>Meets Expectations (3 pts.)</th>
<th>Exceeds Expectations (4 pts.)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Class Description</td>
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<tr>
<td>NCTE 2.2, 4.4</td>
<td>Description provides a sketchy account of students’ ability level, socioeconomic background, and interests. It does little to establish the context for the design of the unit plan its activities or assessments. (2.2, 4.4)</td>
<td>Some evidence in the class description that the candidate has provided a detailed account of students’ past experiences, sociocultural backgrounds, interest, capabilities, and understandings. (2.2, 4.4)</td>
<td>Evidence in the class description that the candidate has provided a detailed account of students’ past experiences, sociocultural backgrounds, interest, capabilities, and understandings. (2.2, 4.4)</td>
<td>Abundant evidence in the class description that the candidate has provided a detailed account of students’ past experiences, sociocultural backgrounds, interest, capabilities, and understandings. The class description establishes the context for the design of the unit plan, its activities, and assessments. (2.2, 4.4)</td>
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<tr>
<td>Overview</td>
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<tr>
<td>NCTE 3.5 Overview of the unit</td>
<td>Overview lacks clarity and specific information about the unit. It shows a lack of knowledge about a range of literature or teaching applications (3.5)</td>
<td>Some evidence that the overview provides clear, specific information about the unit and reflects the candidate’s knowledge and ability to combine different works from a range of literature choices. (3.5)</td>
<td>Evidence that the overview provides clear, specific information about the unit and reflects the candidate’s knowledge and ability to combine different works from a range of literature choices. (3.5)</td>
<td>Abundant evidence that the overview provides clear, specific information about the unit and reflects the candidate’s knowledge and ability to combine different works from a range of literature choices. (3.5)</td>
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<td>NCTE 3.2 Knowledge of the practices of oral, visual, and written literacy</td>
<td>Overview fails to reflect the candidate’s ability to design instruction that demonstrates knowledge of the practices or oral, visual, and written literacy. (3.2)</td>
<td>Some evidence that the overview reflects the candidate’s ability to design instruction that demonstrates knowledge of the practices or oral, visual, and written literacy. (3.2)</td>
<td>Evidence that the overview reflects the candidate’s ability to design instruction that demonstrates knowledge of the practices or oral, visual, and written literacy. (3.2)</td>
<td>Abundant evidence that the overview reflects the candidate’s ability to design instruction that demonstrates knowledge of the practices or oral, visual, and written literacy. (3.2)</td>
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<td>Rationale</td>
<td>Rationale shows a lack of knowledge of major sources of research and theory related to ELA. (3.7)</td>
<td>Some evidence in the rationale that demonstrates the candidate’s strong ability to plan instruction in light of research on, and theories of, how students compose and respond to texts. (3.7)</td>
<td>Evidence in the rationale that demonstrates the candidate’s strong ability to plan instruction in light of research on, and theories of, how students compose and respond to texts. (3.7)</td>
<td>Abundant evidence in the rationale that demonstrates the candidate’s strong ability to plan instruction in light of research on, and theories of, how students compose and respond to texts. (3.7)</td>
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<td>Learning Objectives</td>
<td>CCSS learning objectives are often not</td>
<td>Some evidence the CCSS learning</td>
<td>Evidence the CCSS learning objectives are measurable and can be</td>
<td>Abundant evidence the CCSS are measurable and can be used to</td>
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<td>Learning Objectives</td>
<td>NCTE 2.4 Objectives that measure levels of thinking and that develop students’ critical thinking</td>
<td>Learning Objectives</td>
<td>NCTE 3.2 Candidate’s knowledge of practices of oral, visual, and written literacy</td>
<td>Learning Objectives</td>
<td>NCTE 3.6 How to construct meaning from print media, and nonprint texts,</td>
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<td>Measurable and would often make use of formal and informal assessments problematic. (4.10)</td>
<td>Learning objectives fail to reflect the candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Some evidence that the learning objectives use a variety of DOK verbs that reflect candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Some evidence that the objectives reflect the candidate’s knowledge of practices of oral, visual, and written literacy. (3.2)</td>
<td>Evidence that the learning objectives use a variety of DOK verbs that reflect candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Evidence that the choice of materials demonstrates that the candidate uses a variety of approaches for teaching students how to construct meaning from print and nonprint texts. (3.6)</td>
</tr>
<tr>
<td>Objectives are measurable and can be used to establish criteria that allow all students to understand what they know and can do. (4.10)</td>
<td>Evidence that the learning objectives use a variety of DOK verbs that reflect candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Abundant evidence that the objectives reflect the candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Some evidence that the objectives reflect the candidate’s knowledge of practices of oral, visual, and written literacy. (3.2)</td>
<td>Abundant evidence that the learning objectives use a variety of DOK verbs that reflect candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
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<td>Used to establish criteria that allow all students to understand what they know and can do. (4.10)</td>
<td>Evidence that the objectives reflect the candidate’s knowledge of practices of oral, visual, and written literacy. (3.2)</td>
<td>Abundant evidence that the objectives reflect the candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Evidence that the objectives reveal the candidate’s knowledge of practices of oral, visual, and written literacy. (3.2)</td>
<td>Abundant evidence that the objectives reflect the candidate’s knowledge about levels of thinking and about developing students’ critical thinking. (2.4)</td>
<td>Abundant evidence that the candidate used CCSS that clearly relate to the unit and developed the specific learning objectives, using depth of knowledge verbs.</td>
</tr>
<tr>
<td>Establish criteria that allow all students to understand what they know and can do. (4.10)</td>
<td>Evidence that the candidate used CCSS that mostly relate to the unit, and the specific learning objectives are listed and are mostly written using DOK verbs.</td>
<td>Abundant evidence that the objectives reflect the candidate’s knowledge of practices of oral, visual, and written literacy. (3.2)</td>
<td>Evidence that the candidate used CCSS that mostly relate to the unit, and the specific learning objectives are listed and are mostly written using DOK verbs.</td>
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<td>Scanty list indicates that the candidate has limited experience examining and selecting instructional resources such as textbooks, other print materials, videos, films, records, and software. (4.1)</td>
<td>Some evidence through an appropriate list that indicates that the candidate examines and selects instructional resources such as textbooks, other print materials, videos, films, records, and software. (4.1)</td>
<td>Some evidence that the choice of materials demonstrates that the candidate uses a variety of approaches for teaching students how to construct meaning from print and nonprint texts. (3.6)</td>
<td>Some evidence that the choice of materials suggests that the candidate uses print, media, and nonprint text. (3.6)</td>
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<tr>
<td>NCTE 3.6.3 Technology</td>
<td>Teaching strategies</td>
<td>NCTE 3.4.2 How written discourse influences thought and action</td>
<td>NCTE 4.3 Interdisciplinary teaching strategies and materials</td>
<td>4.10 Assessment of student work</td>
<td></td>
</tr>
<tr>
<td>The list does not indicate that the candidate incorporates technology. (3.6.3)</td>
<td>Chosen methods demonstrate limited ability to design instruction to meet need of all students and to provide for students progress and success (4.2)</td>
<td>Some evidence that methods produce very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action. (3.4.2)</td>
<td>Methods use few interdisciplinary teaching strategies and materials (4.3)</td>
<td>Assessment sections fail to demonstrate use of formal and nonprint texts. (3.6).</td>
<td></td>
</tr>
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<td>Evidence in the list that the candidate incorporates technology. (3.6.3)</td>
<td>Some evidence that the methods demonstrate candidate’s teaching students to produce different forms of written discourse and to understand how written discourse can influence thought and action. (3.4.2)</td>
<td>Some evidence that the methods integrate interdisciplinary teaching strategies and materials into teaching and learning processes. (4.3)</td>
<td>No evidence that the methods include creating a learning environment that promotes respect for, and support of individual differences of ethnicity, race, language, culture, gender and ability.(4.4)</td>
<td>Some evidence methods that create and sustain learning</td>
<td></td>
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<td>Abundant evidence in the list indicates that the candidate incorporates technology to enhance students’ learning, (3.6.3)</td>
<td>Evidence through chosen methods that indicate that teaching goals and strategies align with classroom organization and learning experiences to promote whole-class, small-group, and individual work. (4.2)</td>
<td>Evidence that the methods demonstrate candidate’s teaching students to produce different forms of written discourse and to understand how written discourse can influence thought and action. (3.4.2)</td>
<td>Abundant evidence of a variety of well-chosen methods demonstrates the candidate’s ability to plan for literate classroom communities using varied structures and techniques for group interaction and providing opportunities for student reflection. (4.2)</td>
<td>Evidence that the assessment section of the unit shows use of a variety of formal and nonprint texts.</td>
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<td>Abundant evidence that the methods demonstrate the candidate’s teaching students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes, and to assess the effectiveness of their products in influencing thoughts and actions. (3.4.2)</td>
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<td>Abundant evidence that the methods indicate work with teachers in other content areas to help students connect important ideas, concepts, and skills. (4.3)</td>
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<td>Abundant evidence that the methods create opportunities for students to analyzes how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender and ability.(4.4)</td>
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| | | | | Abundant evidence that the assessment section of the unit establishes criteria and
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Classroom Observation Report
CLASSROOM OBSERVATION REPORT (10 PTS.)

- The report has adequate details, examples, and/or illustrations to explain each component. The report narrates what was observed in the classroom:

  ➢ DOMAIN 1: PLANNING AND PREPARATION
  - Component 1a: Demonstrating Knowledge of content and pedagogy
    Knowledge of Content
    Knowledge of Prerequisite Relationships
    Knowledge of Content Related Pedagogy
    (paragraph of observations on the above)
  - Component 1b: Demonstrating knowledge of students
    Knowledge of Characteristics of Age Group
    Knowledge of Students' Varied Approaches to Learning
    Knowledge of Students' Skills and Knowledge
    (paragraph of observations on the above)
  - Component 1c: Selecting instructional goals
    Value
    Clarity
    Suitability for Diverse Students
    Balance
    (paragraph of observations on the above)
  - Component 1d: Demonstrating knowledge of resources
    Resources for Teaching
    Resources for Students
    (paragraph of observations on the above)
  - Component 1e: Designing coherent instruction
    Learning Activities
    Instructional Materials and Resources
    Instructional Groups
    Lesson and Unit Structure
    (paragraph of observations on the above)
  - Component 1f: Assessing student learning
    Congruence with Instructional Goals
    Criteria and Standards
    Use for Planning
    (paragraph of observations on the above)

  ➢ DOMAIN 2: THE CLASSROOM ENVIRONMENT
  - Component 2a: Creating an environment of respect and rapport
    Teacher Interaction with Students
    Student Interaction
    (paragraph of observations on the above)
  - Component 2b: Establishing a culture for learning
    Importance of the Content
    Student Pride in Work
    Expectations for Learning and Achievement
    (paragraph of observations on the above)
  - Component 2c: Managing classroom procedures
    Management of Instructional Groups
Management of Transitions
Management of Materials and Supplies
Performance of Non-instructional Duties
Supervision of Volunteers and Paraprofessionals
(paragraph of observations on the above)

- **Component 2d:** Managing student behavior
  - Expectations
  - Monitoring of Student Behavior
  - Response to Student Misbehavior
  (paragraph of observations on the above)

- **Component 2e:** Organizing physical space
  - Safety and Arrangement of Furniture
  - Accessibility to Learning and Use of Physical Resources
  (paragraph of observations on the above)

- **DOMAIN 3: INSTRUCTION**
  - **Component 3a:** Communicating clearly and accurately
    - Directions and Procedures
    - Oral and Written Language
    (paragraph of observations on the above)
  - **Component 3b:** Using questioning and discussion techniques
    - Quality of Questions
    - Discussion Techniques
    - Student Participation
    (paragraph of observations on the above)
  - **Component 3c:** Engaging students in learning
    - Instructional Materials and Resources
    - Structure and Pacing
    (paragraph of observations on the above)
  - **Component 3d:** Providing feedback to students
    - Quality: Accurate Substantive, Constructive, and Specific
    - Timeliness
    (paragraph of observations on the above)
  - **Component 3e:** Demonstrating flexibility and responsiveness
    - Lesson Adjustment
    - Responses to Students
    - Persistence
    (paragraph of observations on the above)

- The report uses appropriate grammar.
- The paper demonstrates excellent and mature syntactic variety and displays clear facility in the use of language.
CLASS SCHEDULE:

WEEK 1, November 11
Syllabus and class organization

WEEK 2, Monday, November 18    INTRODUCTION TO TEACHING ELA GENERAL PHILOSOPHY
TE  Chapter 1, Becoming an English Teacher, 1
TE  Chapter 2, Theoretical and Pedagogical Foundations of Teaching English, 21
TE  Chapter 9, Media Literacy: Technology, Media, and the Language Arts, 240
TE  Chapter 11, Developing Units
CORE Chapter 1, Laying the Foundation: An Overview, 7

Introduction to Theories and Methods of Teaching ELA reflective journal entries
- A Teacher? Why? 1
- I Remember You, 4
- Memories of Adolescence from English Education Students High School, 6
- Your Teaching Philosophy, 21
- Media in Our Lives, 241

WEEK 3, Monday, December 2    TEACHING READING
Introduction to Theories and Methods of Teaching ELA Portfolio due

TE  Chapter 7, Selecting Literature, 177
TE  Chapter 8, Teaching Literature, 202
TE  Chapter 10, Evaluating ELA, 258-264
CORE Chapter 2, The Benefits of CCSS for the Teaching of Reading, 20
CORE Chapter 3, Reading Lessons from the Classroom, 33

WEEK 4, Monday, December 9    TEACHING READING
Presentation of 2 bibliographic entries on teaching reading

Teaching reading reflective journal entries
- Your Favorite Literature, 178
- Our Favorite Books, 203

WEEK 5, Monday, December 16    TEACHING WRITING
Teaching Reading Portfolio due

TE  Chapter 5, Teaching Writing, 113
TE  Chapter 6, Writing and Evaluating the Research Paper, 154
TE  Chapter 10, Evaluating ELA, 265-275
CORE Chapter 4, The Benefits of CCSS for the Teaching of Writing, 62
CORE Chapter 5, Writing lessons from the Classroom, 74
WEEK 6, Monday, January 13    TEACHING WRITING
Presentation of 2 bibliographic entries on teaching writing

Teaching writing reflective journal entries
  • Your Writing Identity, 114
  • Recalling Your Research and Writing Experiences, 155

WEEK 7, Monday, January 20    TEACHING SPEAKING/LISTENING
Teaching Writing Portfolio due

TE  Chapter 4, Oral Languages: The Neglected Language Arts, 77
TE  Chapter 10, Evaluating ELA, 275-283
CORE Chapter 6, The Benefits of CCSS for the Teaching of Speaking and Listening, 104
CORE Chapter 7, Speaking and Listening Lessons from the Classroom, 113

WEEK 8, Monday, January 27    TEACHING SPEAKING/LISTENING
Presentation of 2 bibliographic entries on teaching speaking/listening

Teaching speaking/listening reflective journal entries
  • Examining the Role of Gender in Classroom and Learning Experiences, 79
  • Working and Learning with Peers, 82

WEEK 9, February 3    TEACHING LANGUAGE
Teaching Speaking/Listening Portfolio due

TE  Chapter 3, Language: Teachings about Spelling, Grammar, Mechanics and Vocabulary, 56
CORE Chapter 8, The Benefits of CCSS for the Teaching of Language, 146
CORE Chapter 9, Language Lessons from the Classroom, 156

Presentation of 2 bibliographic entries on teaching language
Teaching language reflective journal entry
  • Teaching Language in a Multicultural Classroom, 72

WEEK 10, Monday, February 10    TEACHING LANGUAGE
Teaching Language Portfolio due

Classroom Observation Report due
2013 Winter Trimester

Dear Administrator and Mentor Teacher:

I teach ENG 417, Methods of Teaching English, where students determine their philosophy for teaching language arts and develop specific educational methods to support their philosophy.

As part of their class requirements, students must observe for three days an English language arts teacher. These requirements help to ensure that quality teachers will be in Mississippi’s classrooms. Therefore, I request permission that the following student be allowed to complete these requirements at your school:

If you have further questions, you may reach by phone at 601.318.6150 and by e-mail at rebecca.jordan@wmcarey.edu.

Sincerely,

Rebecca M. Jordan
Associate Professor of English
Please check activities in which education student participated:

_____ Observing

_____ Grading papers

_____ Aid in group work

_____ Aiding in teaching a lesson

_____ Teaching an individual lesson

I certify that the above ENG 417, Methods of Teaching English, student spent three days or 24 hours with me.

Mentor teacher_____________________________________________________

Date________________________________________________________