

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360: Curriculum and Instruction in English Language Arts
Fall 2006

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Office Hours: M and W 2:00 – 3:45 p.m. and by appointment
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Seminar:
M 4:00 – 7:00 p.m.
Hurd Academic Complex 232
Lab Choice: (9/18-12/1)
A M-F 7:30 – 9:30 a.m.
B M-F 9:00 – 11:00 a.m.
C M-F 12:30 – 2:30 p.m.

“Education is not the filling of a pail, but the lighting of a fire.”
- William Butler Yeats

“I would like to advance an hypothesis that dialogue is the major means of developing thought and language.”
-James Moffett, *Teaching the Universe of Discourse* (1968), p. 73.

Objectives

1. To develop teaching approaches and teacher behaviors for the language arts that promote student engagement and achievement.
2. To expand the personal philosophy of education to include a rationale for secondary English/language arts teaching and learning.
3. To place contemporary English education research theory into practice through classroom observation, peer teaching, secondary classroom teaching, and ongoing reflective thought.
4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

Required Texts

- Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999.
- Beers, Kylene. *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann, 2003.
- Noden, Harry R. *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NH: Heinemann, 1999.
- Putz, Melinda. *A Teacher's Guide to the Multigenre Research Project*. Portsmouth, NH: Heinemann, 2006.

Suggested Resources

- Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000.
- Atwell, Nancie. *In the Middle: New Understandings about Writing, Reading, and Learning*. 2nd ed.. Portsmouth, NH: Boynton/Cook Heinemann, 1998.
- Brown, Heather. “Walking into the Unknown: Inquiry-Based Learning Transforms the English Classroom.” *English Journal*. 94.2 (2004): 43-48.
- Burke, Jim. *The English Teacher's Companion: Complete Guide to Classroom, Curriculum, and the Profession*. 2nd ed. Portsmouth, NH: Boynton/Cook Heinemann, 2003.

- Christenbury, Leila. *Making the Journey: Being and Becoming a Teacher of English Language Arts, Second Edition*. Portsmouth, NH: Boynton/Cook Heinemann, 2000.
- Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. 2nd ed. Portland, ME: Stenhouse, 2001.
- Delpit, Lisa. & Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2002.
- Ehrenworth, Mary and Vicki Vinton. *The Power of Grammar: Unconventional Approaches to the Conventions of Language*. Portsmouth, NH: Heinemann, 2005.
- Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. Albany: State University of New York Press, 1999.
- Folger Library. *Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth, and a Midsummer Night's Dream*. New York; Washington Square Press, 1993.
- Gibson, Rex. *Teaching Shakespeare: A Handbook for Teachers*. Cambridge: Cambridge University Press, 1998.
- Hillocks, George. *Teaching Writing as Reflective Practice*. New York: Teachers College Press, 1995.
- Kajder, Sara B. *The Tech-Savvy English Classroom*. Portland, ME: Stenhouse, 2003.
- Kratzer, Erin. *Effective Homework Strategies for a Middle School English Classroom*. Unpublished Master's Thesis. Moravian College, 2005.
- Mitchell, Diana. "Fifty Alternatives to the Book Report." *English Journal* 87.1 (1998): 92-95.
- Pirie, Bruce. *Reshaping High School English*. Urbana: National Council of Teachers of English, 1997.
- Romano, Tom. *Crafting Authentic Voice*. Portsmouth, NH: Heinemann, 2004.
- Rosenblatt, Louise. *Literature as Exploration*. 5th ed. New York: Modern Language Association of America, 1996.
- . *Making Meaning with Texts: Selected Essays*. Portsmouth, NH: Heinemann, 2005.
- Schuster, Edgar H. *Breaking The Rules: Liberating Writers through Innovative Grammar Instruction*. Portsmouth, NH: Heinemann, 2003.
- Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2001.
- Shosh, Joseph M. "Making Meaning in a Dialogic Discourse Diary." *English Journal* 94.1 (2004): 53-58.
- . "Much Ado about Negotiation." *English Journal* 89.6 (2000): 72-79.
- . "Wrighting: Crafting Critical Literacy through Drama." *English Journal* 95.1 (2005): 69-74.
- and Charlotte Rappe Zales. "Daring to Teach Writing Authentically K-12 and Beyond." *English Journal* 95.2 (2005): 77-81.
- Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.
- Villanueva, Victor, ed.. *Cross-Talk in Comp Theory: A Reader*. Urbana: National Council of Teachers of English, 2003.
- Weaver, Constance. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook Heinemann, 1996.

___, Carol McNally, & Sharon Moerman. "To Grammar or Not to Grammar: That Is Not the Question." *Voices from the Middle* 8.3 (2001): 17-33.

Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3rd ed. New York: McGraw Hill, 2007.

Key Web Links

Academy of American Poets

<http://www.poets.org/>

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org/portal/site/ascd/index.jsp/>

International Reading Association

<http://www.reading.org/>

Moravian College Reeves Library Web Sites for Education

<http://home.moravian.edu/public/reeves/books/web/edu.htm>

Modern Language Association

<http://www.mla.org/>

National Council of Teachers of English

<http://www.ncte.org/>

New York Times Online

<http://www.nytimes.com/>

Pennsylvania Department of Education

http://www.pde.state.pa.us/pde_internet/site/default.asp

Pennsylvania Power Library

<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628>

Playbill On-Line

<http://www.playbill.com/index.php>

Teen Ink

<http://www.teenink.com/>

United Streaming from Discovery Education

<http://www5.unitedstreaming.com/index.cfm>

Assignments and Grading

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

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| 1. Dialogic Discourse Diary | 20% |
| <ul style="list-style-type: none">• E-mail one entry prior to each class session.• Connect prompt to readings and pre-student teaching field placement. | |
| 2. Young Adult Literature Author Book Talk | 10% |
| <ul style="list-style-type: none">• Sign up to make a book talk presentation from 9/11 to 12/11. | |
| 3. Professional Journal Article Précis & Discussion | 10% |
| <ul style="list-style-type: none">• Sign up to present a professional journal article from 9/11 to 12/11. | |

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|---|------------|
| 4. Integrated Language Arts Unit Plan | 20% |
| <ul style="list-style-type: none"> • Draft due for peer editing on 10/23. • Final Draft due on 10/30. | |
| 5. Unit Plan Reflective Critique | 20% |
| <ul style="list-style-type: none"> • Due 12/4. | |
| 6. Final Exam: Philosophy of English Education Paper | 20% |
| <ul style="list-style-type: none"> • E-mailed by 12/18. | |

Attendance

Due to the nature and structure of the seminar, attendance at each meeting is crucial. If you must miss a session, please call the instructor to explain. When an absence is unavoidable, a written response to the assigned readings must be submitted on or before the next regularly scheduled session. A missing or incomplete written response to readings following an absence will reduce the final grade by five percentage points. More than two class absences or a pattern of late arrivals to class may, at the discretion of the instructor, result in a failing grade for the seminar. See *Education Department Field Experience Handbook* for field experience attendance guidelines.

Academic Honesty

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc., The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

- August 28:** **Creating a Community of Language Arts Teachers and Learners**
 In-Class: Overview of Seminar and Pre-Student Teaching Field Experience
 Anticipation Guide
 National Endowment for the Arts *Reading at Risk* Report June 2004
 Book Pass & YA Literature Book Talk Sign Up: Laurie Halse Anderson, Avi, Sandra Cisneros, Robert Cormier, Russell Freedman, Walter Dean Myers, Gary Paulsen, Richard Peck, Rodman Philbrick, Gary Soto, Jerry Spinelli, Jacqueline Woodson, Jane Yolen, Paul Zindel

August 30th 6:30 p.m. in Prosser Auditorium: Mandatory Pre-Student Teacher Meeting with Mrs. Modjadidi

September 4: NO CLASS: LABOR DAY

September 11: Mentoring Confident Readers and Writers

- Due: Beers, Chapter 1: “A Defining Moment;” Chapter 13: “Creating the Confidence to “Respond;” Chapter 14: “Finding the Right Book”
 Shosh, Joseph M. “Making Meaning in a Dialogic Discourse Diary,” *English Journal* Sept. 2004.
 Putz, Chapter 1: “Getting Acquainted: The Project. The Author. The Guide”
 Allen, Chapter 1: “Diaphragming Sentences; A Case for Word Control”
 YA Literature Selection for presentation on assigned date
 Dialogic Discourse Diary Entry #1: As a secondary English language arts teacher, how might you go about building confidence in even your most reluctant readers and writers? What specific suggestions do Beers, Shosh, Putz, and Allen provide?
- In-Class: YA Literature Book Talk #1
 Shared Reading: Hipple, Ted. “Ms. Superteach.” *English Journal* Feb. 1995: 57-58.
 Text Tapping: ‘The Saga of Ms. Blunderteach’
 Minilesson: Bahktin’s Internally Persuasive vs. Authoritative Discourse

Professional Journal Article Précis & Discussion Sign Up
Discussion of Readings, Discourse Diary, and NCTE membership

September 18: Beginning the Pre-Student Teaching Field Experience

Due: Beers, Chapter 2: "Creating Independent Readers" and Chapter 3: "Assessing Dependent Readers' Needs"
Putz, Chapter 2: "Ready. Steady... Introducing the Project to Your Classes"
Allen, Chapter 2: "Larger Contexts: Meaningful, Connected, and Rich Uses of Language"
Dialogic Discourse Diary #2: Comment upon your own strengths and weaknesses as you prepare to enter the pre-student teaching experience. How do you plan to capitalize upon your strengths and address those areas where you don't feel as well prepared? What new insights into the teaching of English did you gain from this week's readings?

In-Class: YA Literature Book Talk #2 [Cisneros and "Eleven"]
Minilesson: NCTE/IRE and Pennsylvania Literacy Standards
Professional Journal Article Précis & Discussion #1
Discussion of Readings and Discourse Diary

Field: Observe, review requirements with cooperating teacher, set November unit topic

September 25: Facilitating Student Inquiry and Building Comprehension

Due: Putz, Chapter 3: "Exploring, Recording, Imagining: The Research Process"
Shosh, Joseph M. "Much Ado about Negotiation." *English Journal*. July 2000.
Beers, Chapter 4: "Explicit Instruction in Comprehension"
Dialogic Discourse Diary #3: Which student(s) seem to struggle most in your field experience classroom? What specifically do you observe that suggests difficulty in the meaning-making process? How might you support these students in the lessons you design? What advice do Putz, Shosh, & Beers provide to foster student engagement and achievement?

In-Class: YA Literature Book Talk #3
Minilesson: Probable Passage Prediction & Shared Reading
Minilesson: Lesson/ Unit Planning Workshop
Professional Journal Article Précis & Discussion #2
Discussion of Readings and Discourse Diary

Field: One-on-One Tutoring, Small Group Instruction, Planning of November Unit

October 2: Planning Instruction for Student Engagement and Achievement

Due: Beers, Chapter 6: "Frontloading Meaning"
Allen, Chapter 3; "Alternatives to Look It Up in the Dictionary!"
Mitchell, Diana. "Fifty Alternatives to the Book Report." *English Journal*. January 1998.
Dialogic Discourse Diary #4: How does this week's reading inform the creation of your unit plan? What will you be teaching? What resources will be available to you? How will you integrate the teaching of reading, writing, listening, speaking, and critical thinking to foster student engagement and student achievement?

In-Class: YA Literature Book Talk #4
Lesson Planning Workshop
Professional Journal Article Précis & Discussion #3
Discussion of Readings and Discourse Diary

Field: Individual lessons or parts of lessons as suggested by cooperating teacher

October 9: NO CLASS: FALL BREAK

Field: Make sure that cooperating teacher is not expecting you on 10/9 & 10/10.
Continue individual lessons or parts of lessons as suggested by cooperating teacher.
Begin drafting November Unit Plan with consultation of cooperating teacher.

October 16: Extending Meaning, Building Vocabulary, and Fostering Voice

Due: Beers, Chapter 7: "Constructing Meaning" and Chapter 9: "Vocabulary: Figuring Out What Words Mean"
Putz, Chapter 4: "Widening the Parameters: Alternate Styles"
Allen, Chapter 4: "Reading as the Heart of Word-Rich Classrooms"
Dialogic Discourse Diary #5: How does what you have read this week in Beers, Putz,

and

- Allen impact your emerging philosophy of English education? What are the implications for the unit you are planning?
- In-Class: YA Literature Book Talk #5
Professional Journal Article Précis & Discussion #4
Discussion of Readings and Discourse Diary
Unit Plan Drafting Workshop
- Field: Continue individual lessons or parts of lessons as suggested by cooperating teacher
Review working draft of November Unit Plan with cooperating teacher
- October 23: Teaching Language Minilessons**
- Due: Beers, Chapter 5: “Learning to Make an Inference”
Noden, Preface and Chapter 1: “The Writer as Artist: Basic Brush Strokes”
Dialogic Discourse Diary #6: How does teaching grammar contextually differ from traditional grammar instruction? What role might grammar and usage minilessons play in helping students make meaning?
Unit Plan Draft
- In-Class: YA Literature Book Talk #6
Minilesson: Image Grammar
Unit Plan Revising & Editing
Professional Journal Article Précis & Discussion #5
Discussion of Readings and Discourse Diary
- Field: Continue individual lessons or parts of lessons as suggested by cooperating teacher
Review final draft of November Unit Plan with cooperating teacher
- October 30: Guiding Readers and Writers**
- Due: Allen, Janet. “Guided Reading: ‘On the Run’ Strategies Toward Independence.”
Beers, Chapter 10: “Fluency and Automaticity”
Putz, Chapter 5: “If It Ain’t Broke: Writing in Traditional Genres”
Dialogic Discourse Diary #7: Describe how and why you might implement a guided reading lesson as part of your unit plan. How will you help your students to make their writing authentic and interesting?
Unit Plan
- In-Class: YA Literature Book Talk #7
Professional Journal Article Précis & Discussion #6
Discussion of Readings and Discourse Diary
- Field: Implement Unit Plan under direction of cooperating teacher
- November 6: Making Revision Meaningful**
- Due: Noden, Chapter 2: “The Artist’s Eye; Seeing Specific Details”
Putz, Chapter 6: “Rx for Writing: Revision”
Noden, Chapter 9: “Systematic Revision: Form, Style, Content, and Conventions”
Dialogic Discourse Diary #8: How does the writing instruction in your unit plan attempt to help your students build authentic voice?
- In-Class: YA Literature Book Talk #8
Minilesson: Sentence Combining
Professional Journal Article Précis & Discussion #7
Discussion of Readings and Discourse Diary
- Field: Implement Unit Plan under direction of cooperating teacher
- November 13: Dramatizing to Learn**
- Due: Pirie, Bruce. “The Unfolding Drama” from *Reshaping High School English*
Shosh, Joseph M. “Wrighting: Crafting Critical Literacy through Drama.” *English Journal*. September 2005.
Dialogic Discourse Diary #9: How and why do Pirie and Shosh suggest using drama in secondary school classrooms?
- In-Class: Drama in Education Strategies
NCTE Convention Final Preparations
Discussion of Readings and Discourse Diary
- Field: Implement Unit Plan under direction of cooperating teacher
- November 20: Critiquing the 2006 NCTE Memphis Convention “The Compleat* Teacher: Bringing**

Together Knowledge, Experience, and Research”

- Due: Ehrenworth & Vinton, Chapter 4: “Love and Sedition: Getting Intimate with Grammar by Breaking the Rules”
Dialogic Discourse Diary #10: What were the highlights of the 2006 NCTE convention? How will what you learned impact your future teaching? If you were unable to attend the Memphis convention, what did you learn from your reading in November’s *English Journal*? How will what you read impact your future career?
- In-Class: Discussion of Readings and Discourse Diary
Sharing of Resources from NCTE Convention
- Field: Implement Unit Plan under direction of cooperating teacher

November 27: Helping Students Become Media Literate and Tech Savvy

- Due: Kajder, Sara B. “Enter Here: Personal Narrative and Digital Storytelling.” *English Journal*. January 2004.
Maness, Kevin. “Teaching Media-Savvy Students about the Popular Media.” *English Journal*. January 2004.
Putz, Chapter 7: “A Team Effort: Creating Unity and Cohesion in the Multigenre Project”
- In-Class: Media Literacy Workshop
Discussion of Readings
- Field: Unit Plan completion & return of student work

December 4: Evaluating Learning in the ELA Classroom

- Due: Putz, Chapter 8: “Checking, Reflecting, Evaluating: A Multigenre Report Card”
Putz, Chapter 9: “Celebrating Student Voices: The Thematic Readers’ Theatre”
Allen, Chapter 5, “How Do We Know It’s Working?”
Unit Plan Reflective Critique
- In-Class: YA Literature Book Talk: Jacqueline Woodson
Classroom Assessment & Evaluation Workshop
Discussion of Readings

December 11: Becoming a Teacher of the English Language Arts

- Due: Putz, Chapter 10: “Research and Standards: Rationale for Adopting the Multigenre Project”
Putz, Chapter 11: “Odds and Ends: A Multigenre Junk Drawer”
Shosh, Joseph M. and Charlotte Rappe Zales. “Daring to Teach Writing Authentically K-12 and Beyond.” *English Journal*. November 2005.
- In-Class: Anticipation Guide Re-Examination
Philosophy of English Education Brainstorming & Discussion of Readings