

MORAVIAN COLLEGE  
Bethlehem, Pennsylvania

**Education 360: Curriculum and Instruction in English Language Arts**  
Fall 2007

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Seminar:  
M 4:00 – 7:00 p.m.  
Hurd Academic Complex 330  
Lab Choice: (9/24 – 11/30)  
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.

### Essential Questions

1. What is English? What are the English language arts?
2. What are the most effective methods for teaching and learning the English language arts?
3. How do the instructional decisions we make impact the adolescents we teach?

### 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

Beers, Kylene. *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann, 2003.

\_\_\_, Robert E. Probst, and Linda Reif, eds. *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, NH: Heinemann, 2007.

Putz, Melinda. *A Teacher's Guide to the Multigenre Research Project*. Portsmouth, NH: Heinemann, 2006.

Reid, Louann, ed. *English Journal*. Urbana: National Council of Teachers of English. Available: <http://www.ncte.org/store/membership/new/109491.htm?source=gs> and <http://www.ncte.org/store/journals>.

Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2006.

### Suggested Resources

Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse,

- 1999.
- . *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*. 2<sup>nd</sup> 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*. 2<sup>nd</sup> 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*. 2<sup>nd</sup> 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.
- Graham, Steve and Dolores Perin. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. New York: Carnegie Corporation, 2007. Available: <http://www.all4ed.org/publications/WritingNext/WritingNext.pdf>.
- 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.
- National Endowment for the Arts. *Reading at Risk: A Survey of Literary Reading in America*. Washington: National Endowment for the Arts, 2004. Available: <http://www.nea.gov/pub/ReadingAtRisk.pdf>.
- Noden, Harry R. *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NH: Heinemann, 1999.
- 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*. 5<sup>th</sup> 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.
- 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/>

Annenberg Media Teacher Resources

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

Association for Supervision and Curriculum Development (ASCD)

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

CompPile: Inventory of Publications in Post-Secondary Composition

<http://comppile.tamucc.edu/index.php>

International Reading Association

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

Middle Web Curriculum Strategies & Links

<http://www.middleweb.com/CurrStrategies.html>

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](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>

Write Source  
<http://www.thewritesource.com/>

### **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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|--|------------|
| <b>1. Dialogic Discourse Diary</b>   | <b>20%</b> |
| <ul style="list-style-type: none"><li>• E-mail one entry prior to each class session.</li><li>• Connect prompt to readings and pre-student teaching field placement.</li></ul> |            |
| <b>2. Young Adult Literature Author Book Talk</b>  | <b>10%</b> |
| <ul style="list-style-type: none"><li>• Sign up to make a book talk presentation from 9/10 to 10/22.</li></ul>   |            |
| <b>3. Professional Journal Article Précis &amp; Discussion</b>   | <b>10%</b> |
| <ul style="list-style-type: none"><li>• Sign up to present a professional journal article from 9/10 to 10/22.</li></ul>  |            |
| <b>4. Integrated Language Arts Unit Plan</b>   | <b>20%</b> |
| <ul style="list-style-type: none"><li>• Draft due for peer editing on 10/22.</li><li>• Final Draft due on 10/29.</li></ul>   |            |
| <b>5. Unit Plan Reflective Critique</b>  | <b>20%</b> |
| <ul style="list-style-type: none"><li>• Due 12/3.</li></ul>  |            |
| <b>6. Final Exam: Philosophy of English Education Paper</b>  | <b>20%</b> |
| <ul style="list-style-type: none"><li>• E-mailed by 12/17.</li></ul>   |            |

### **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 27: 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, et al.  
NCTE Membership  
Overview of Seminar Assignments

**August 29<sup>th</sup> 6:30 p.m. in Prosser Auditorium: Mandatory Pre-Student Teacher Meeting with Mrs. Modjadidi**

**September 3: NO CLASS: LABOR DAY**

**September 10: 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"  
Beers, Kylene in Beers, Probst, and Reif, Chapter 1: "The Measure of Our Success"  
Shosh, Joseph M. "Making Meaning in a Dialogic Discourse Diary," *English Journal* Sept. 2004: 53-58.  
Putz, Chapter 1: "Getting Acquainted: The Project. The Author. The Guide"  
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, and Putz provide?  
In-Class: YA Literature Book Talk #1  
Shared Reading: Hipple, Ted. "Ms. Superteach." *English Journal* Feb. 1995: 57-58.  
Writing from a Mentor Text: "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 Field Experience Preparation

**September 17: 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"  
Crutcher, Chris in Beers, Probst, and Reif, Chapter 2: "Flying Blind"  
Probst, Robert in Beers, Probst, and Reif, Chapter 5: "Tom Sawyer, Teaching, & Talking"  
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 24: Facilitating Student Inquiry and Building Comprehension**  
Due: Wilhelm & Smith in Beers, Probst, and Reif, Chapter 15: "Making It Matter Through the Power of Inquiry"  
Shosh, Joseph M. "Much Ado about Negotiation." *English Journal*. July 2000: 72-79.  
Putz, Chapter 3: "Exploring, Recording, Imagining: The Research Process"

- Beers, Chapter 4: “Explicit Instruction in Comprehension”  
 Dialogic Discourse Diary #3: As you begin to think about teaching literature in your field experience placement, what support might students need to make meaning of challenging texts? What advice do Wilhelm & Smith, Shosh, and 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 1: Planning Instruction for Student Engagement and Achievement**
- Due:** Beers, Chapter 6: “Frontloading Meaning”  
 Keene, Ellin in Beers, Probst, and Reif, Chapter 4: “The Essence of Understanding”  
 Allington, Richard in Beers, Probst, and Reif, Chapter 18: “Effective Teachers, Effective Instruction”  
 Mitchell, Diana. “Fifty Alternatives to the Book Report.” *English Journal*. Jan. 1998: 92-95.  
 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 8: NO CLASS: FALL BREAK**
- Field:** Make sure that cooperating teacher is not expecting you on 10/8 & 10/9.  
 Continue individual lessons or parts of lessons as suggested by cooperating teacher.  
 Begin drafting November Unit Plan with consultation of cooperating teacher.
- October 15: Developing Writers**
- Due:** Beers, Chapter 7: “Constructing Meaning”  
 Romano in Beers, Probst, and Reif, Chapter 11: “Teaching Writing from the Inside”  
 Murray in Beers, Probst, and Reif, Chapter 12: “Teach Writing Your Way”  
 Reif in in Beers, Probst, and Reif, Chapter Chapter 13: “Writing: Commonsense Matters”  
 Dialogic Discourse Diary #5: How does what you have read about the teaching of writing 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 22: Building Vocabulary**
- Due:** Beers, Chapter 5: “Learning to Make an Inference” and Chapter 9: “Vocabulary: Figuring Out What Words Mean”  
 Shosh, Joseph M. “Kicking the Habit: Replacing Vocabulary Instruction for Life on the Assembly Line with Language Acquisition for Leadership in the Flat World.” *English Journal* Manuscript Submission. Mar. 2008.  
 Dialogic Discourse Diary #6: How do students learn new vocabulary in your pre-student teaching classroom? What do you perceive as the strengths and weaknesses of this approach? How might this week’s reading impact the vocabulary instruction in your unit?  
 Unit Plan Draft

In-Class: Mini-lesson: Word Study  
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 29: Teaching Language Mini-lessons**

Due: Weaver, Constance. "Teaching Grammar in the Context of Writing" from *Lessons to Share on Teaching Grammar in Context*  
Beers, Chapter 10: "Fluency and Automaticity"  
Putz, Chapter 5: "If It Ain't Broke: Writing in Traditional Genres"  
Dialogic Discourse Diary #7: How does teaching grammar contextually differ from traditional grammar instruction? What role might grammar and usage mini-lessons play in helping students revise writing?  
Unit Plan

In-Class: YA Literature Book Talk #7  
Mini-lesson: Image Grammar  
Professional Journal Article Précis & Discussion #6  
Discussion of Readings and Discourse Diary  
Field: Implement Unit Plan under direction of cooperating teacher

**November 5: Helping All Learners Make Meaning**

Due: Aguilar, Fu, and Jago in Beers, Probst, and Reif, Chapter 8: "English Language Learners In the Classroom"  
Tatum in Beers, Probst, and Reif, Interlude 2: "Building the Textual Lineages of African American Male Adolescents"  
Putz, Chapter 6: "Rx for Writing: Revision"  
Dialogic Discourse Diary #8: As you begin to implement your unit plan, which students seem most engaged? Why? Which students seem reluctant to participate? Which students challenge you most? How?

In-Class: YA Literature Book Talk #8  
Mini-lesson: Sentence Combining  
Professional Journal Article Précis & Discussion #7  
Discussion of Readings and Discourse Diary  
Field: Implement Unit Plan under direction of cooperating teacher

**November 12: 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*. Sept. 2005: 69-74.  
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 19: Critiquing the 2007 NCTE New York City Convention "Mapping Diverse Literacies for the Twenty-First Century"**

Due: Lesesne, Teri in Beers, Probst, and Reif, Chapter 6: "Of Times, Teens, & Books"  
Burke, Jim in Beers, Probst, and Reif, Chapter 10: "Teaching English in A Flat World"  
Jackson and Cooper in Beers, Probst, and Reif, Chapter 16: "Building Academic Success with Underachieving Adolescents"  
Dialogic Discourse Diary #10: What were the highlights of the 2007 NCTE convention? How will what you learned impact your future teaching? If you were unable to attend

In-Class: the NYC convention, what did you learn from your reading in November's *English Journal*? How will what you read impact your future career?  
Discussion of Readings and Discourse Diary

- Field: Sharing of Resources from NCTE Convention  
Implement Unit Plan under direction of cooperating teacher
- November 26: Helping Students Become Media Literate and Tech Savvy**  
Due: Kajder, Sara in Beers, Probst, and Reif, Chapter 14: “Unleashing Potential with Emerging Technologies”  
Project”  
Maness, Kevin. “Teaching Media-Savvy Students about the Popular Media.” *English Journal*. January 2004.  
Shosh, Joseph M. and Jennifer Wescoe. “In the Shadow of the Blast Furnace: Constructing The Digital History of Early 21<sup>st</sup> Century Bethlehem. CEE James Moffett Teacher Research Funded Proposal, 2006.  
Putz, Chapter 7: “A Team Effort: Creating Unity and Cohesion in the Multigenre  
In-Class: Media Literacy Workshop  
Discussion of Readings  
Field: Unit Plan completion & return of student work
- December 3: 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”  
Brenner, Pearson, and Reif in Beers, Probst, and Reif, Chapter 17: “Thinking Through Assessment”  
Unit Plan Reflective Critique  
In-Class: Classroom Assessment & Evaluation Workshop  
Discussion of Readings
- December 10: 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*. Nov. 2005: 77-81.  
In-Class: Anticipation Guide Re-Examination  
Philosophy of English Education Brainstorming & Discussion of Readings



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**Curriculum & Instruction in English**

**Dialogic Discourse Diary**  
**Fall 2007 Assignment Sheet**

**Assignment:** Answer each prompt as assigned on the syllabus in a word processed and e-mailed response of approximately 500 words. Think about how the reading you are assigned relates to the question posed. Where appropriate, use specific examples from both the reading and your personal experience (especially in your field experience placement) to respond to the prompt. Bring a copy of your response to class on the day the assignment is due. In most instances, the dialogic discourse diary is intended to help you think about topics that will be discussed in class. In some cases, you will actually be composing text that you may wish to copy, paste, and/or revise as you utilize a process approach to writing to compose the major papers required in the course. Note that late entries will not be accepted. Entries are due as follows:

- #1: September 10
- #2: September 17
- #3: September 24
- #4: October 1
- #5: October 15
- #6: October 22
- #7: October 29
- #8: November 5
- #9: November 12
- #10: November 19

**Suggested Response Format:** Because you may want to incorporate portions of some of your responses into drafts of formal papers as the course progresses, it is required that you compose your dialogic discourse diary entries in a word processor and save them for future access. The default font is Times or Times New Roman, 12 point. Entries should be composed in Microsoft Word format and titled LASTNAMEDDD#.doc. Each entry should be e-mailed to [jshosh@moravian.edu](mailto:jshosh@moravian.edu) prior to the class in which it will be discussed. If you do not have access to Microsoft Word, you may embed the text in the body of an e-mail. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the dialogic discourse diary should be a venue in which you may play with ideas and think deeply about how you might apply research-based strategies to your teaching.

**Criteria for Evaluation:** Please note that this assignment is worth 20% of the final course grade. This assignment will be evaluated according to the criteria below:

1. Entry responds thoroughly and thoughtfully to the assigned prompt.
  2. Entry makes specific and appropriate reference to assigned readings.
  3. Entry makes specific and appropriate reference to personal experience, especially in the field experience placement.
  4. Entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
  5. Entry supports the development of a clear and thoughtful philosophy of English education.
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**Education 360: Curriculum & Instruction in English**  
**Young Adult (YA) Literature Author Book Talk**  
**Fall 2007 Assignment Sheet**

**Assignment:** Based upon your review of multiple YA authors and titles during our Book Pass on Monday, August 27<sup>th</sup>, sign up to read and research the literary works of one of the authors listed below and to present an author Book Talk on the assigned date.

1. Laurie Halse Anderson
2. Avi
3. Sandra Cisneros
4. Robert Cormier
5. Russell Freedman
6. Walter Dean Myers
7. Gary Paulsen
8. Richard Peck
9. Rodman Philbrick
10. Gary Soto
11. Jerry Spinelli
12. Jacqueline Woodson

Create a lesson plan for your Book Talk, which includes strong objectives, appropriate PA literacy standards, meaningful learning activities (including higher-order questions), and effective formative assessment. Then prepare an author fact sheet that includes an annotated bibliography of the author's key works and links to any salient web sites. Make enough copies of your fact sheet to share with our seminar colleagues when you lead us in a thirty-minute review of your author's literary accomplishments and inspire us to read the author for ourselves and to recommend him or her to our students.

**Suggested Response Format:** The author fact sheet must provide salient bibliographic information in APA or MLA format, clear and concise annotations, and key links to salient web sites. The oral presentation should inspire classmates to want to read and share your author with young adults. Consider how you might utilize some of the reading strategies that Beers suggests to engage us as lifelong readers of YA literature. Remember to synthesize your secondary source material and appropriately document any direct quotations.

**Criteria for Evaluation:** Please note that this assignment is worth 10% of the final course grade. This assignment will be evaluated according to the criteria below:

1. Lesson plan includes strong objectives, appropriate PA literacy standards, meaningful learning activities (including higher-order questions), and effective formative assessment.
  2. Fact sheet provides bibliographic information for author's key works in APA or MLA format.
  3. Fact sheet includes original annotations of key literary works and links to salient web sites.
  4. Book talk incorporates research-based literacy strategies within the confines of the thirty-minute presentation format.
  5. Book talk succeeds in inspiring future English teachers to read and recommend the key works of your YA author.
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**Education 360: Curriculum & Instruction in English**  
**Professional Journal Article Précis & Discussion**  
**Fall 2007 Assignment Sheet**

**Assignment:** Sign up to research one of the topics below by finding a related article in *English Journal*, *Voices from the Middle*, *Language Arts*, *Research in the Teaching of English* or another salient professional journal:

1. Adolescent Literacy
2. Reading Comprehension
3. Student Motivation
4. Vocabulary
5. Grammar & Usage
6. Guided Reading
7. Revising/Editing
8. Teaching Literature
9. Professional Development

Prepare a précis (concise summary or abstract) along with key bibliographic information. Make enough copies of your précis to share with our seminar colleagues when you lead us in a thirty-minute conversation on your assigned topic. Prepare a concise lesson plan that you will use to lead the discussion. Be sure to include objectives, PA literacy standards, learning activities (including planned discussion questions), and methods for formative assessment. Submit a copy of the original article along with your précis and lesson plan.

**Suggested Response Format:** The written précis must provide the key bibliographic information in APA or MLA format and provide a summary of approximately one double-spaced typewritten page. The oral presentation should engage classmates in a meaningful discussion of the topic, relate the topic to the assigned readings, and help us to make specific connections between our teaching and the article.

**Criteria for Evaluation:** Please note that this assignment is worth 10% of the final course grade. This assignment will be evaluated according to the criteria below:

1. Précis provides a concise and accurate summary of a professional journal article directly related to the assigned topic.
  2. Précis and bibliographic entry follow the conventions of the language of wider communication, or so-called standard written English.
  3. Lesson plan includes strong objectives, appropriate PA literacy standards, meaningful learning activities (including higher-order questions), and effective formative assessment.
  4. Presenter engages colleagues in meaningful discussion at high levels of Bloom's cognitive taxonomy within the confines of thirty-minute presentation format.
  5. Presenter clearly and thoroughly relates professional journal article to assigned readings on the topic.
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**Education 360: Curriculum and Instruction in English**  
**Unit Plan Assignment Sheet**  
**Fall 2007**

**Assignment:** The Pennsylvania Department of Education requires evidence that each certification candidate “demonstrates thorough knowledge of content and pedagogical skills in planning and preparation [and]... makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.” As a key component of your pre-student teaching experience, you must develop one complete unit plan to document both your daily and long-range planning. Note that your unit plan must be comprised of a *minimum* of ten individual lesson plans and demonstrate both your content mastery and pedagogical content knowledge. Lesson objectives must be aligned to Pennsylvania standards and actively engage students in a wide array of meaningful activities at appropriate levels of Bloom’s cognitive taxonomy. Teacher questions must be designed to engender student engagement and student achievement. Each lesson plan must follow the Moravian College secondary lesson plan format, including objectives, PA standards, learning activities, methods for assessment, and accommodations to meet the needs of diverse learners.

**Suggested Response Format:** Three-ring binder or CD, organized as follows:

- Page 1: Title, Essential Question, & Table of Contents
- Page 2: Unit Objectives and Rationale
- Pages 3-4: Long-Range Planning Calendar
- Pages 5-14+: Individual Lesson Plans (minimum 10 daily lessons)
- Summative Assessment Device
- Handouts (Graphic Organizers, Assignment Sheets, Anticipation Guides)

**Criteria for Evaluation:** The pre-student teaching unit plan is worth 20% of the final seminar grade and will be evaluated according to the criteria listed below:

1. Content is thoroughly and accurately presented in the unit plan;
2. Objectives are clear, concise, observable, and in alignment with PA literacy standards;
3. Individual lesson objectives engage students at appropriate and varied levels of Bloom’s cognitive taxonomy;
4. A variety of meaningful activities is designed to engage students throughout unit;
5. Teacher questions are clearly designed to engender student engagement and student achievement;
6. Time in individual lessons is used wisely to help students meet both lesson-level objectives and Pennsylvania literacy standards;
7. Reading strategies are taught directly, and multiple reading opportunities are integrated throughout the unit;
8. Writing strategies are taught directly, and multiple writing opportunities are integrated throughout the unit;
9. Language study is explicit, and multiple opportunities to explore language choices are integrated throughout the unit;
10. The plan provides multiple opportunities for the formative assessment of student learning and provides for a fair and thorough summative evaluation of student learning.

**Due:** Draft for Self & Peer Revising/Editing – October 22, 2007  
Final Draft – October 29, 2007

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MORAVIAN COLLEGE  
Bethlehem, Pennsylvania

**Education 360  
Curriculum and Instruction in English Language Arts**

**Philosophy of English Education Statement  
Assignment Sheet**

**Assignment:** In a well-organized essay of approximately five double-spaced typed pages, share your philosophy of English education as you would present it to a hiring principal as part of your reflective teaching portfolio. Your statement must be supported by research-based instructional practices on (but not limited to) the following PA standards:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

Cite appropriate secondary source material as needed to situate your own beliefs within the larger field of research on English teaching and learning. It may be helpful to frame the essay in terms of how you help diverse learners demonstrate engagement and achievement in the English language arts.

**Suggested Response Format:** Approximately five double-spaced typed pages in 10 to 12 point Times or Times New Roman font

**Criteria for Evaluation:** The philosophy of English education statement will be worth 20% of the final course grade and will be evaluated according to the criteria listed below:

1. Essay clearly and thoroughly explains candidate's plans to engender student engagement in the English language arts classroom.
2. Essay clearly and thoroughly explains candidate's plans to engender student achievement in the English language arts classroom.
3. Essay adopts an effective organizational structure, with an attention-getting lead, well-organized body paragraphs, and strong conclusion.
4. Essay examines specific research-based practices and cites these practices appropriately.
5. Essay is fluent, clear, and follows the conventions of so-called standard written English.

**Due:** Emailed to [jshosh@moravian.edu](mailto:jshosh@moravian.edu) no later than 7 p.m. on Monday, December 17.