

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360: Curriculum and Instruction in English Language Arts
Fall 2009

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Office Hours: Tuesday – 5:15 – 6:15 p.m. and by appointment
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Seminar: T 6:30 – 9:30
Hurd Academic Complex 302
Field Experience 9/28 – 12/9

“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 which 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.

Weaver, Constance and Jonathan Bush. *Grammar to Enrich & Enhance Writing*. Portsmouth, NH: Heinemann, 2008.

Lindblom, Ken, 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*. 2nd ed. Portsmouth, NH: Boynton/Cook Heinemann, 1998.

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

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.

- 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*. 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.
- 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, Michael and Jeffrey Wilhelm, J. *Going With The Flow: How To Engage Boys (And Girls) In Their Literacy Learning*. Portsmouth, NH: Heinemann, 2006.
- 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.

Whitaker, Sandra R. *Word Play: Building Vocabulary Across Texts and Disciplines, Grades 6-12*. Portsmouth, NH: Heinemann, 2008.

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

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>

Poetry 180

<http://www.loc.gov/poetry/180/001.html>

Teen Ink

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

Tom Romano's Multigenre Writing

<http://www.users.muohio.edu/romanots/>

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. Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first MUST meet with either Mr. Joseph Kempfer in the Office of Learning Services or Dr. Ronald Kline in the Counseling Center. Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

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|---|-----|
| 1. Dialogic Discourse Diary | 10% |
| • Due each class session | |
| • Connect prompt to readings, class activities, and pre-student teaching field placement. | |
| 2. Young Adult Literature Author Book Talk | 10% |
| • Sign up to make a book talk presentation on designated dates. | |
| 3. Professional Journal Article Précis & Discussion | 10% |
| • Sign up to present an <i>English Journal</i> article on designated dates. | |
| 4. Resource Book Review | 10% |
| • Sign up to present a book review on designated dates. | |
| 5. Integrated Language Arts Unit Plan | 20% |

- Draft due for peer editing on 10/20.
 - Final Draft due on 10/27.
 - Present Grammar mini-lesson on 10/27 (fifteen-minute lesson)
 - Present Writing Lesson on 11/3 (twenty-minute lesson)
 - Present Reading Lesson on 11/10 (twenty-minute lesson)
6. Unit Plan Reflective Critique 20%
- Due 12/1.
7. Final Exam: Philosophy of English Education Paper 20%
- Due 12/15 by 6:30 p.m.

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 on the following pages, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

- September 1: Education 360: Beginning the Journey**
In-Class: Overview of Seminar and Pre-Student Teaching Field Experience
 Personal Stories and Profiles
 Language Arts Definition
 Anticipation Guide
 English Journal Article Presentation Sign-Up
 Resource Book Review Sign-Up
 NCTE Membership
 Overview of Seminar Texts and Assignments
 Quick-Write – “Why Teach?”
- September 2:** 6:30 p.m. in PPHAC 102: Mandatory Pre-Student Teacher Meeting
 with Mrs. Modjadidi
- September 8: Curriculum and Instruction: Determining Best Practices**
Due: Beers, Chapters 1-5
 Shosh, Joseph M. “Making Meaning in a Dialogic Discourse Diary,”
English Journal Sept. 2004: 53-58.
 Smargorinsky, Peter. “Is It Time to Abandon the Idea of ‘Best Practices’ in
 the Teaching of English?” *English Journal*. July 2009:15-22
 Hillocks, George, Jr. “Some Practices and Approaches Are Clearly Better Than
 Others and We Had Better Not Ignore the Differences.” *English Journal*
 July 2009:23-29.
Dialogic Discourse Diary Entry#1: 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:** Discussion of Readings, Discourse Diary, and Field Experience
 Traits of the “Perfect English Teacher”
 Shared Reading: Hipple, Ted. “Ms. Superteach.” *English Journal*. Feb.
 1995: 57-58.
 Writing from a Mentor Text: ‘The Saga of Ms. Blunderteach’
 Pennsylvania State Standards
 Related Activities
- September 15: Choices: Giving Students Ownership**
Due: Beers, Chapters 13 and 14
 Mitchell, Diana. “Fifty Alternatives to the Book Report.” *English Journal*.
 Jan. 1998: 92-95.
 Shosh, Joseph M. “Much Ado about Negotiation.” *English Journal*. July 2000:
 72-79.
 Kittle: “The Importance of Choice”
Handbook for Pre-Student Teaching by Education Department

Dialogic Discourse Diary Entry #2: 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 this week's readings provide?

In-Class: Discussion of Readings, Discourse Diary, and Field Experience Preparation
YA Literature Presentation by Sarah Barlok, LHS Literacy Coach
Book Pass & YA Literature Book Talk Sign Up

September 22: Reading Strategies: Unlocking the Mystery

Due: Beers, Chapters 6, 7, 8
Related *English Journal* Article

Dialogic Discourse Diary #3: As you begin to think about teaching literature in your field experience placement, what support might students need to make to meaning of challenging texts? What advice do this week's authors provide to foster student engagement and achievement?

In-Class: *English Journal Article Presentation & Discussion*
Discussion of Readings and Discourse Diary
Reading Strategies Presentation by Laurie Sage, FHS Literacy Coach
Related Activities

Field: Observe, review requirements with cooperating teacher, set November unit topic, scan district curriculum guide and texts, get to know students' names, offer assistance.

September 29: Vocabulary and Grammar: Unraveling the On-Going Debate

Due: Beers, Chapters 9 and 10
Weaver, Chapters 1- 4
Shosh, Joseph M. "Defining Our World: A Millennial Approach." *English Journal* Manuscript

Dialogic Discourse Diary #4: How do students learn grammar and vocabulary in most Language Arts classrooms? What do you perceive as the strengths and weaknesses of these approaches? How does teaching vocabulary and grammar contextually differ from traditional vocabulary and grammar instruction? What role might grammar and usage mini-lessons play in helping students revise writing? How might this week's reading impact the vocabulary and grammar instruction in your unit?

In-Class: **Resource Book Review: *Words, Words, Words: Teaching Vocabulary in Grades 4-12* by Janet Allen**
Resource Book Review: *Image Grammar: Using Grammatical Structures to Teach Writing* by Harry R. Noden
Grammar Mini-Lesson Lesson Planning
Discussion of Readings and Discourse Diary
Related Activities

- Field:** Tutor, take part in small group instruction, and finalize unit topic with cooperating teacher.
- October 6:** **The Unit Plan: Creating a Blueprint for Learning**
Due: Weaver, Chapters 5-8
Keene: “The Essence of Understanding”
Related *English Journal* Article
Dialogic Discourse Diary #5: 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:** **English Journal Presentation and Discussion**
Resource Book Review – *The “English Teacher’s Companion: Complete Guide to Classroom, Curriculum, and the Profession*
Discussion of Readings and Discourse Diary
Unit Planning Presentation by George Ziegler, FHS Department Chair
Unit Plan Drafting Workshop – Essential Question, Overall Objectives, and Overview
- Field:** Continue tutoring, small group instruction and begin individual lessons or parts of lessons as suggested by cooperating teacher.
Plan the unit overview with guidance of cooperating teacher.
- October 13:** **NO CLASS: FALL BREAK**
Field: Make sure that your cooperating teacher is not expecting you on 10/8 & 10/13.
Continue tutoring, small group instruction, or individual lessons or parts of lessons as suggested by cooperating teacher.
Draft Unit Plan with consultation of cooperating teacher.
- October 20:** **Writing Strategies: Developing a Student’s Voice**
Due: Weaver, Chapters 11-13
Romano: “Teaching Writing from the Inside”
Reif: “Writing: Commonsense Matters”
Unit Plan Final Copy
Dialogic Discourse Diary #6: How does what you have read and experienced about the teaching of writing impact your emerging philosophy of English education? What are the implications for the unit you are planning?
- In-Class:** **Resource Book Review – *Crafting Authentic Voice* by Tom Romano**
Unit Plan Critique
Related Activities
Discussion of Readings and Discourse Diary

- Field:** Review working draft of Unit Plan with cooperating teacher.
Continue tutoring, small group instruction, or individual lessons or parts of lessons as suggested by cooperating teacher.
- October 27:** **ELA Standard Requirements: Preserving Student Voice While Meeting District Guidelines**
- Due:** *Writers Inc.*, Sections 003 - 138
Shosh, Joseph M. and Charlotte Rappe Zales. "Daring to Teach Writing Authentically K-12 and Beyond." *English Journal*. Nov. 2005: 77-81.
Romano, Tom. "Defining Fun and Seeking Flow in English Language Arts." *English Journal*. July 1009: 31-37.
Goebel, Bruce A. "Comic Relief: Engaging Students through Humor Writing." *English Journal*. July 2009: 39-44.
- Dialogic Discourse Diary #7:** How will you incorporate student choice and independence in reading and writing choices while meeting district requirements? How does choice influence your reading and writing? What course requirements deplete your energy and voice? Why? How do you overcome this lack of creative spirit? What advice will you give your students? Do you agree or disagree with views presented in this week's readings? Why?
- In-Class:** Teaching Writing Lesson
Discussion of Readings and Discourse Diary
Related Activities
- Field:** Review the final draft of Unit Plan with cooperating teacher.
Continue tutoring, small group instruction, or teaching individual lessons or parts of lessons as suggested by cooperating teacher.
- November 3:** **Assessment and Differentiated Instruction: Realizing Learning Styles**
- Due:** Brenner, Pearson, Reif: "Thinking Through Assessment"
Related *English Journal* Article
Unit Plan Draft: Essential Question, Overall Objectives, Overview, Daily Lesson Plans, and Assessments
- Dialogic Discourse Diary #8:** What types of assessments will you use in your unit, both formative and summative? Why will you incorporate these assessments? How have your past teaching and learning experiences and readings affected your choice of assessments? How will assessments affect your classroom instruction and strategies?
- In-Class:** **English Journal Presentation and Discussion**
Assessment/Differentiated Instruction Presentation by Kim Harper, FHS Assistant Principal of Curriculum and Instruction
Unit Plan Revising & Editing
Discussion of Readings and Discourse Diary
Related Activities
- Field:** Implement Unit Plan under direction of cooperating teacher or continue to teach part of lessons.

- November 10: Diversity: Addressing the Differences in All Students**
Due: Weaver, Chapters 14 and 15
English Journal Related Article
 Putz: “Celebrating Student Voices: The Thematic Readers’ Theater”
Dialogic Discourse Diary #9: 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? What are the differences you are seeing among your students? How are you addressing these differences in your daily teaching and interactions?
- In-Class:** *English Journal* Presentation and discussion
Resource Book Review – *The Skin That We Speak: Thoughts on Language and Culture in the Classroom* by Lisa Delpit and Joanne Kilgour Dowdy
 Discussion of Readings and Discourse Diary
 Teaching the Literature Lesson (Reading Strategies)
- Field:** Implement Unit Plan under direction of cooperating teacher.
- November 17: Technology: Integrating a Key Component for Student Achievement**
Due: Kadjder: “Unleashing Potential with Technology”
English Journal Related Article: Maness, Kevin. “Teaching Media-Savvy Students about the Popular Media.” *English Journal*. January 2004.
Discourse Journal Entry # 10: How can you use technology to enhance student learning and achievement? What “tech-savvy” activities will you incorporate into your lessons? Why? How is technology being used in classrooms today? Is this use enriching student learning? How? Why not?
- In-Class:** *English Journal* Presentation and Discussion
Resource Book Review – *The Tech-Savvy English Classroom* by Sara Kajder
 NCTE Convention Final Preparations
 Technology Presentation by Karla Erdman, FHS English Teacher
 Discussion of Readings and Discourse Diary
 Related Activities
- Field:** Implement Unit Plan under direction of cooperating teacher.
- November 24: Middle School Language Arts: Capturing and Directing the Energy**
Due: Related *English Journal* Reading
Dialogic Discourse Diary #10: What were the highlights of the 2008 NCTE convention (Self-Assigned Conference Sessions and/or English Journal Reading)? How will what you learned impact your future teaching? If you were unable to attend the convention, what did you learn from your reading in November’s *English Journal*? How will what you read impact your future career?

In-Class: **Related *English Journal* Presentation**
Resource Book Review – *In the Middle: New Understanding About Writing, Reading and Learning* by Nancy Atwell
Sharing of Resources from NCTE Convention
Discussion of Readings
Middle School Language Arts Presentation
Unit Plan Reflective Critique Discussion

Field: Complete Unit Plan & return student work.

December 1: **Reflections: Looking Back**
Due: Unit Plan Reflective Critique

In-Class: Reflective Essay Presentations
YA Book Talk Presentations
Related Activities and Discussion

Field: Complete Unit Plan & return student work.

December 8: **Future Teaching: Looking Ahead**
Due: Allington: “Effective Teachers, Effective Instruction”
Philosophy of English Education Brainstorming

In-Class: **YA Book Talk Presentations**
Anticipation Guide Re-Examination
Philosophy of English Education Brainstorming
Related Activities and Discussion

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360
Curriculum & Instruction in English
Dialogic Discourse Diary
Fall 2009 Assignment Sheet

Assignment: Answer each prompt as assigned on the syllabus in a word processed 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 8
- #2: September 15
- #3: September 22
- #4: September 29
- #5: October 6
- #6: October 20
- #7: October 27
- #8: November 3
- #9: November 10
- #10: November 17
- #11: November 24

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 (with journal number). 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 10% 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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MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360: Curriculum & Instruction in English
Young Adult (YA) Literature Author Book Talk
Fall 2009 Assignment Sheet

Assignment: Based upon your review of multiple YA authors and titles during our Book Pass on Tuesday, September 15th, sign up to read and research the literary works of an Adolescent Literature author and to present an author Book Talk on the assigned date. Some suggested author are listed below:

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 twenty-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 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.

Book Talk Presentations are scheduled for class sessions on December 1st and December 8th.

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360: Curriculum & Instruction in English
Professional Journal Article Précis & Discussion
Fall 2009 Assignment Sheet

Assignment: Sign up to research one of the topics by finding a related article in the *English Journal*. Ideally, one student should sign for each dated class session in order to have an adequate sampling of the topics. You must give your colleagues the bibliographic information for your article no later than one class session prior to your presentation so that we may read the article prior to your presentation in class and make a copy should we so desire.

1. Adolescent Literacy (9/22)
2. Reading Strategies (9/22)
3. Unit Planning (10/6)
4. Teaching Literature (10/6)
5. Assessment (11/3)
6. Differentiated Instruction/Accommodations (11/3)
7. English Language Learners (11/10)
8. Inclusion (11/10)
9. Middle School Teaching (11/24)

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, 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 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.

Education 360: Curriculum & Instruction in English
Resource Book Review and Discussion
Fall 2009 Assignment Sheet

Assignment: Sign up to review one of the resource books listed below:

1. Allen: *Words, Words, Words: Teaching Vocabulary in Grades 4-12*
2. Atwell: *In the Middle: New Understanding about Writing, Reading, and Learning*
3. Burke: *The English Teacher's Companion: Complete Guide to Classroom, Curriculum, and the Profession*
4. Delpit: *The Skin That We speak: Thoughts on Language and Culture in the Classroom*
5. Kajder: *The Tech-Savey English Classroom*
6. Noden: *Image Grammar: Using Grammatical Structures to Teach Writing*
7. Romano: *Crafting Authentic Voice*

Prepare written and oral book reviews that include a concise summary along with key bibliographic information, strengths or highlights, effective teaching strategies, weaknesses or irrelevant material. Make enough copies of your review to share with our seminar colleagues when you present a twenty-minute book review and follow-up activities and discussion. Prepare an outline to guide your presentation. You may use any visual aids necessary to enhance the presentation and follow-up activities.

Suggested Response Format: The written review must provide the key bibliographic information in MLA format and provide a review of approximately two double-spaced typewritten pages. 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 book.

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. Review provides a concise and accurate summary of the book content that includes strengths and weaknesses.
2. Review and bibliographic entry follow the conventions of the language of wider communication, or so-called standard written English.
3. Presentation includes a review of the book that will help your colleagues make an informed decision of the book's value to classroom environment and lesson planning.
4. Presenter engages colleagues in meaningful activities and discussion at high levels of Bloom's cognitive taxonomy within the confines of twenty-minute presentation format.
5. Presenter clearly and thoroughly relates resource book content to assigned readings on the topic.

The presentation dates are listed within the Course Schedule of this syllabus.

Education 360: Curriculum and Instruction in English
Unit Plan Assignment Sheet
Fall 2009

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, 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 20, 2009
Final Draft – October 27, 2009

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360

**Curriculum and Instruction in English Language Arts
Unit Plan Reflective Critique
Fall 2009 Assignment Sheet**

Assignment: In your Education 260: Reflective Teaching course, you were required to write several reflective critiques of individual microteaching lessons. Now that you are in your pre-student teaching field experience placement and have had the opportunity to design and implement an entire instructional unit, it is imperative for you to continue to reflect on your effectiveness each day in the classroom. In a well-written essay of at least ten pages, analyze the effectiveness of your implementation of your unit plan. Describe the students you teach and how they responded to your unit. How well did each student meet the objectives you established for the unit? How do you know? What changes did you need to make as you implemented your best-laid plans? Which lesson was the strongest of your unit? Why? Which was your least effective lesson? What would you do differently if you were to teach the unit again?

Suggested Response Format: Ten double-spaced typed pages with additional appendices, as needed, including:

- Homework commentary
- Quiz/ test scores
- Projects
- Writing Samples
- Other Student Work
- Classroom Dialogue Transcript
- Cooperating Teacher Notes
- College Supervisor Observation Notes

Criteria for Evaluation: The unit plan reflective critique will be worth 20% of the final course grade and will be evaluated according to the criteria listed below:

1. Critique analyzes student engagement and provides specific data in support of analysis.
2. Critique evaluates student achievement of unit objectives and provides specific data in support of evaluation.
3. Critique documents changes made to the unit plan and explains the rationale for those changes.
4. Critique identifies strengths and weaknesses of unit and offers specific strategies for improving the unit.
5. Critique follows the conventions of so-called standard written English.

Due: December 1, 2009 [Automatic extension until December 8 if needed]

**MORAVIAN COLLEGE
Bethlehem, Pennsylvania**

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

Philosophy of English Education Statement
Assignment Sheet
Fall 2009

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 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: December 15, 2009 by 6:30 p.m.