

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360: Curriculum and Instruction in English Language Arts
Fall 2010

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Seminar:
M, W 7:30 – 8:40
Zinzendorf 100
90 Hour Lab Options: (9/27-12/8)
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 to diverse learners, including students with special needs and ELLs?
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 among diverse learners, including students with special needs and English language learners.
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.

Fisher, Douglas, Carol Rothenberg, and Nacy Frey. *Language Learners in the English Classroom*. Urbana: NCTE Press, 2008.

Kajder, Sara. *Adolescents and Digital Literacies: Learning Alongside Our Students*. Urbana, NCTE Press, 2010.

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.

Appleman, Deborah. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. 2nd ed. New York: Teachers College Press, 2009.

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://moravian.libguides.com/cat.php?cid=12223>

Modern Language Association
<http://www.mla.org/>

National Center for Education Statistics
Reading 2009 Trial Urban District Assessment
<http://nces.ed.gov/nationsreportcard/pdf/dst2009/2010459.pdf>

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 Department of Education Standards Aligned System
<http://www.pdesas.org/>

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. 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 | 20% |
| <ul style="list-style-type: none">• E-mail one entry prior to Monday morning's 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 9/22 to 10/27. | |
| 3. Professional Journal Article Précis & Discussion | 10% |
| <ul style="list-style-type: none">• Sign up to present a professional journal article from 9/20 to 10/25. | |
| 4. Integrated Language Arts Unit Plan | 20% |
| <ul style="list-style-type: none">• Draft due for peer revision on 10/20.• Final Draft due on 10/27. | |

5. Unit Plan Reflective Critique**20%**

- Due 12/1.

6. Final Exam: Philosophy of English Education for Diverse Learners Paper**20%**

- E-mailed by 12/10 at 8:30 a.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 below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

August 30: Creating a Community of Language Arts Teachers and Learners

- In-Class: Overview of Seminar and Pre-Student Teaching Field Experience
 Autobiographical Inquiry: Why do we want to teach English?
 What are the English Language Arts anyway?

August 31st 6:30 p.m. in PPHAC 102: Mandatory Pre-Student Teacher Meeting with Mrs. Modjadidi

September 1: Defining 21st Century Adolescent Literacy

- Due: Kajder, “NCTE Adolescent Policy Brief,” p. ix-xix.
 Fisher, Rothenberg & Frey, Chapter 1: “The English Language Learner: ‘My Life’s Path Is a Circle,”” p. 1-15.
 Anticipation Guide

- In-Class: Contemporary Teaching Challenges
 Characteristics of the Best (and Worst) Secondary English Classrooms
 Dialogic Discourse Diary Assignment

September 6: NO CLASS: LABOR DAY**September 8: Mentoring Confident Readers and Writers**

- Due: Beers, Chapter 1: “A Defining Moment,” p. 1-7.
 Beers, Chapter 13: “Creating the Confidence to Respond,” p. 258-80.
 Beers, Chapter 14: “Finding the Right Book,” p. 281-299.
 Shosh, Joseph M. “Making Meaning in a Dialogic Discourse Diary,” *English Journal*
 Sept. 2004: 53-58. Available: <http://www.moravian.edu/default.aspx?pageid=2639>

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 this week’s readings provide?

- In-Class: Book Pass
 YA Literature Book Talk Assignment

- September 13: Examining ELA Standards: What Secondary Students Should Know and Be Able To Do**
 Due: Fisher, Rothenberg & Frey, Chapter 7: "The English Classroom: A Place for Language Learning," p. 124-145.
 Kajder, Chapter 1: "Situating the Conversation: New Literacies, Technology, and Learning in the English Language Arts Classroom," p. 1-12.
 Examination of Grade 9-12 Reading, Writing, Listening, and Speaking Standards available at <http://www.pdesas.org/Standard/Views>.
 Dialogic Discourse Diary Entry #2: As an English teacher, how might you use Pennsylvania's standards-aligned system web site to make the English classroom an effective place for the language learning and new literacy needs of all students?
- In-Class: Standards-Based ELA Lessons
 Instructional Differentiation
 Backwards Design
- September 15: Identifying the Needs of Adolescent Readers**
 Due: Beers, Chapter 2: "Creating Independent Readers," p. 9-22.
 Beers, Chapter 3: "Assessing Dependent Readers' Needs" p. 23-39.
- In-Class: Literacy Inventories
 Checklists & Running Records
- September 20: Providing Explicit Comprehension Instruction to Support Textual Meaning Making**
 Due: Cisneros "Eleven"
 Available <http://www.bufordcityschools.org/bhs/teachers/stefanievitulli/documents/Eleven.pdf>
 Beers, Chapter 4: "Explicit Instruction in Comprehension," p. 40-60.
 Fisher, Rothenberg & Frey, Chapter 6: "Focus on Comprehension: 'The Cooperation of Many Forces,'" p. 103-123.
 Dialogic Discourse Diary Entry #3: What do you learn from Fisher, Rothberg, and Frey that would support your own teaching of Sandra Cisneros's "Eleven?"
- In-Class: Professional Journal Article Précis & Discussion #1: Building Reading Comprehension
 Analysis of Classroom Discourse Transcripts
- September 22: Beginning the Pre-Student Teaching Field Experience Placement**
 Due: *Moravian College Pre-Student Teaching Handbook*: Secondary Section
 Sebranek, "Critical Reading Skills," p. 373-384.
- In-Class: YA Book Talk #1
 Field Experience Requirements
 Secondary Lesson Planning Expectations
- September 27: Inference Building and Frontloading Meaning**
 Due: Beers, Chapter 5: "Learning to Make an Inference," p. 61-72.
 Beers, Chapter 6: "Frontloading Meaning: Pre-Reading Strategies," p. 73-101.
 Dialogic Discourse Diary Entry #4: Select a favorite piece of literature that you know fairly well and might someday like to teach to your secondary students. How might you use what you learn from Beers to frontload meaning and support inference building?
- In-Class: Professional Journal Article Précis & Discussion #2: Pre-Reading Activities
 Probable Passage Prediction

Pre-Student Teaching Field Experience Placement Begins Week of 9/27!

- September 29: Facilitating Student Inquiry**
 Due: Sebranek, "Searching for Information," p. 339-365.
 Shosh, Joseph M. "Much Ado about Negotiation." *English Journal*. July 2000: 72-79.
 Available: <http://www.moravian.edu/default.aspx?pageid=2639>
- In-Class: YA Book Talk #2
 Essential Questions
 Lesson Hooks
 50 Alternatives to Book Reports
- Field: Introductions, Observation, Tutoring
- October 4: Teaching Writing as a Process**
 Due: Sebranek, "Understanding the Writing Process," p. 1-39.

- Shosh, Joseph M. and Charlotte Rappe Zales. "Daring to Teach Writing Authentically K-12 and Beyond." *English Journal*. Nov. 2005: 77-81.
Available: <http://www.moravian.edu/default.aspx?pageid=2639>
- Dialogic Discourse Diary Entry #5: How did you learn to write well? What do this week's readings contribute to your understanding of how to teach writing effectively?
- In-Class: Professional Journal Article Précis & Discussion #3: Teaching Writing
Teaching Writing versus Assigning Writing
Authentic versus Formulaic Writing Instruction
- Field: Observation, Tutoring
- October 6: Planning Instruction for Student Engagement and Achievement**
Due: Sebranek, "Using the Writing Process," p. 41-83.
In-Class: YA Book Talk #3
Designing Process-Based Writing Assignments
Integrated English Language Arts Unit Planning Guidelines
- Field: Make sure that cooperating teacher is not expecting you on 10/11 & 10/12.
Continue individual tutoring or small group lessons as suggested by cooperating teacher.
Begin brainstorming November Unit Plan possibilities with consultation of cooperating teacher.
- October 11: NO CLASS: FALL BREAK**
- October 13: Building Vocabulary**
Due: Beers, Chapter 9: "Vocabulary: Figuring Out What Words Mean," p. 176-203.
Fisher, Rothenberg & Frey, Chapter 3: "Focus on Vocabulary: Getting the Word Just Right," p. 39-60.
Shosh, Joseph M. "Defining our World: A Millennial Approach to Purposeful Vocabulary Acquisition," p. 1-14.
Dialogic Discourse Diary Entry #6: As a secondary school student, how did you acquire new vocabulary words? What were the strengths and weaknesses of your various approaches?
- In-Class: Professional Journal Article Précis & Discussion #4: Teaching Vocabulary
YA Book Talk #4
Autobiographical Inquiry
- Field: Tutoring, Small Group Instruction, Planning of November Unit
- October 18: Teaching Grammar in the Context of Writing**
Due: Fisher, Rothenberg & Frey, Chapter 4: "Focus on Grammar: 'Is it Blue?'" p. 61-82.
Sebranek, "Writing Sentences," p. 85-98.
Dialogic Discourse Diary Entry #7: Page through Sebranek's "Proofreader's Guide." How might you use this a resource to develop minilessons for your upcoming unit plan that will support contextualized grammar teaching?
- In-Class: Professional Journal Article Précis & Discussion #5: Teaching Grammar/Usage
Minilesson: An Inductive Approach to Dangling Modifiers
Sentence Combining
- Field: Tutoring, Small Group Instruction, Planning of November Unit
- October 20: Teaching the Art of Writing**
Due: Sebranek, "The Art of Writing" p. 111-129.
Peter Elbow "On Writing" YouTube Clip Available:
<http://www.youtube.com/watch?v=YDUn1c4uxUE>
- In-Class: Integrated Language Arts Unit Plan Peer Revision Draft Due
YA Book Talk #5
Integrated Language Arts Unit Plan Peer Revision
- Field: Tutoring, Small Group Instruction, Planning of November Unit
- October 25: Helping Students Write Persuasively**
Due: Sebranek, "Writing Persuasive Essays" and "Other Forms of Persuasive Writing," p. 197-231.
Dialogic Discourse Diary Entry #8: As you prepare to implement your integrated language

	arts unit plan, what about the plan pleases you most? What worries you most at this stage of your plan's development?
In-Class:	Professional Journal Article Précis & Discussion #6: Teaching Persuasive Writing
	Integrated Language Arts Unit Plan Peer Editing Draft Due
Field:	Tutoring, Small Group Instruction, Planning of November Unit
October 27:	Guiding Students to Write Responsibly and Evaluate Sources
Due:	Sebranek, "Writing Responsibly" p. 273-280. Kajder, Chapter 4: "Information Navigation and Critical Evaluation," p. 49-66. Integrated Language Arts Unit Plan Final Draft Due
In-Class:	YA Book Talk #6 Discussion of Unit Plans
Field:	Tutoring, Small Group Instruction, Planning of November Unit

Pre- Student Teaching Field Experience Unit Plan Execution Begins On or Around November 1st!

November 1:	Supporting Readers and Writers
Due:	Beers, Chapter 7: "Constructing Meaning: During-Reading Strategies," p. 102-137. Beers, Chapter 8: "Extending Meaning: After-Reading Strategies," p. 138-175. Dialogic Discourse Diary Entry #9: Which of the strategies that Beers shares might you want to add to your unit plan? Why?
In-Class:	It Says-I Say-So Formatively Assessing Students While You Teach Avoiding Readicide
Field:	Implement Unit Plan under direction of cooperating teacher
November 3:	Employing Drama-in-Education Practices
Due:	Pirie, Bruce. "The Unfolding Drama" from <i>Reshaping High School English</i> Handout Shosh, Joseph M. "Wrighting: Crafting Critical Literacy through Drama." <i>English Journal</i> . Sept. 2005: 69-74. Available http://www.moravian.edu/default.aspx?pageid=2639 .
In-Class:	Role on Wall Mantle of the Expert Tableaux and Voice Tracking
Field:	Implement Unit Plan under direction of cooperating teacher
November 8:	NO CLASS (Dr. Shosh presents his digital literacy research at CARN Conference in Cambridge, England)
November 10:	Empowering Students to Develop Digital Multiliteracies
Due:	Kajder, Chapter 5: "Reading and Writing Multimodal Texts," p. 67-84. Kajder, Chapter 6: "Writing Together: Participatory Media, Collaboration, and the English Classroom" p. 85-98. Dialogic Discourse Diary Entry #10: How does your unit plan acknowledge and support students as digitally literate?
In-Class:	"Constructing Third Space Multiliteracies in the Shadow of the Blast Furnace" Presentation
Field:	Implement Unit Plan under direction of cooperating teacher
November 15:	Evaluating Student Learning Formatively and Summatively
Due:	Tomlinson, Carol Ann. "Learning to Love Assessment." <i>Educational Leadership</i> . Dec. 2007/Jan. 2008. Available: http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/Learning-to-Love-Assessment.aspx Brookhart, Susan M. "Feedback That Fits." <i>Educational Leadership</i> . Dec. 2007/Jan. 2008. Available: http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/Feedback-That-Fits.aspx Dialogic Discourse Diary Entry #11: How do Tomlinson and Brookhart's ideas support the assessment of student learning in your unit? Bring a copy of a student artifact with your feedback
In-Class:	Responding to Student Work Discussion
Field:	Implement Unit Plan under direction of cooperating teacher

November 17: Writing to Learn

Due: Sebranek, "Journal Writing," p. 131-134.
 Sebranek, "Writing to Learn," p. 415-422.
 Daniela & Bizar. *Methods That Matter* Handout

In Class: Cumulative Written Response to Poem Activity
 Writing to Learn Discussion

Field: Implement Unit Plan under direction of cooperating teacher

November 22: Developing Students' Ability to Analyze Literature

Due: Sebranek, "Responding to Literature" p. 233-262.
 Dialogic Discourse Diary Entry #12: How has the teaching you have done in your unit developed your students' ability to analyze literature? What do you still hope to accomplish?

In-Class: Literature Circles with Appleman excerpt

Field: Implement Unit Plan under direction of cooperating teacher

November 24: NO CLASS: THANKSGIVING**November 29: Teaching Shakespeare and Other Challenging Texts**

Due: Shosh, Joseph M. Much Ado about Negotiation." *English Journal* 89.6 (2000): 72-79.
 Available: <http://www.moravian.edu/default.aspx?pageid=2639>
 Tabers-Kwak, Linda and Timothy U. Kaufman. "Shakespeare through the Lens of a new Age." *English Journal* 92.1. (2002): 69-73. Handout

In-Class: Book Pass of Shakespeare Resources
 Staging of Pyramus & Thisbe Sequence from *A Midsummer Night's Dream*

Field: Implement Unit Plan under direction of cooperating teacher

Pre- Student Teaching Field Experience Unit Plan Execution Ends On or Around December 1st!

December 1: Growing as Listeners, Speakers, and Critical Thinkers

Due: Fisher, Rothenberg & Frey, Chapter 5: "Focus on Fluency: More Than the Need for Speed," p. 83-102.
 Sebranek, "Speaking, Thinking, and Viewing Skills," p. 453-485.
 Unit Plan Reflective Critique
 Bring a piece of evidence that demonstrates student learning in your unit

In-Class: Presentation and Discussion of Evidence of Student Learning

Field: Transition back to tutoring and small group instruction, return summative evaluations

December 6: Reflecting on Our Pedagogical Content Knowledge

Due: Beers, Chapter 15: "A Final Letter to George," p. 300-303.
 Kajder, Chapter 7: "Conclusion: On the Horizon," p. 99-107.

In-Class: Reflecting Upon and Concluding the Field Experience Discussion
 Pre-Writing a Philosophy of English Education Statement

Field: Transition back to tutoring and small group instruction, return summative evaluations

December 8: Preparing for the Student Teaching Placements

In-Class: Overview of the Student Teaching Experience
 Pennsylvania Guidelines for Professional Conduct of Educators

Pre-Student Teaching Field Experience Placements Ends December 8th!

Final Exam: Philosophy of English Education for Diverse Learners Paper must be e-mailed to jshosh@moravian.edu by 8:30 a.m. on December 10th.

MORAVIAN COLLEGE
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Dialogic Discourse Diary
Fall 2010 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:

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|--------------------|------------------|--------------------|
| • #1: September 8 | • #5: October 5 | • #9: November 1 |
| • #2: September 13 | • #6: October 13 | • #10: November 10 |
| • #3: September 20 | • #7: October 18 | • #11: November 15 |
| • #4: September 27 | • #8: October 25 | • #12: November 22 |

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 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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MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360: Curriculum & Instruction in English
Young Adult (YA) Literature Author Book Talk
Fall 2010 Assignment Sheet

Assignment: Based upon your review of multiple YA authors and titles during our Book Pass on Monday, September 8th, sign up to read and research the literary works of one of the authors listed below and to present an author Book Talk with two colleagues 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 2010 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:

- 9/20: Building Reading Comprehension
- 9/27: Pre-Reading Activities
- 10/4: Teaching Writing
- 10/13: Teaching Vocabulary
- 10/18: Teaching Grammar/Usage
- 10/25: Teaching Persuasive Writing

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 2010

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: Peer Revision Draft Due October 20, 2010
Peer Editing Draft Due October 25, 2010
Final Draft Due October 27, 2010

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360
Curriculum and Instruction in English Language Arts
Unit Plan Reflective Critique
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, 2010 [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 2010

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 no later than 8:30 a.m. on Friday, December 10th.
