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MORAVIAN COLLEGE

A S M A L L N A T I O N A L T R E A S U R E

MORAVIAN COLLEGE

Bethlehem, Pennsylvania

Education 360: Curriculum and Instruction in English Language Arts

Fall 2011

Dr. Joseph M. Shosh, Moravian College, Hurd Academic Complex 327

Office Telephone: (610) 861-1482

Cell Phone: (610) 417-2055

Office Hours: M & W 2:00 – 4:00 p.m. and by appointment

E-mail address: jshosh@moravian.edu

Seminar:

M, W 7:30 – 8:40

Zinzendorf 100

150 Hour Lab Options: (9/26-12/9)

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?

Core Objectives from the PDE Guidelines for English Language Arts Certification 7-12 that must be met with evidence from assignments completed in this course are:

1. Manage the instructional environment effectively, incorporating research-based best practices for literacy development. (IIA)
2. Plan standards-based instruction in collaboration with other professionals to promote comprehensive literacy growth in all learners. (IIB)
3. Select, implement, and adapt effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners, including students with disabilities and English Language Learners, in an inclusive setting. (IIC)
4. Develop, utilize, and communicate appropriate measurement, assessment and evaluation procedures. (IID)
5. Demonstrate knowledge and competencies that foster professionalism in school and community settings. (III)

CANDIDATE COMPETENCIES from the PDE Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting (SWD), and English Language Learners (ELL) must be met with evidence from assignments completed in this course, as follows:

- Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidenced-based instructional practices and adaptations. (SWD I A1)

- Recognize patterns of normal physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. (SWD I B2)
- Apply reading predictors, analyzing the effect individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read. (SWD I B5)
- Assess needs of diverse learners in a standards-aligned system (SWD I C)
- Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. (SDD I D3)
- Collaborate and communicate effectively with multiple stakeholders to effectively meet the needs of learners with disabilities (IE)
- Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs (SWD II1)
- Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:
 - Phonological Awareness & Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Language
 - Word Study (Phonological Awareness & Phonics) (SWD II2)
- Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities:
 - text production
 - spelling
 - composition for different types of writing (SWD II3)
- Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels (SWD II4)
- Utilize assessment tools with appropriate accommodations in the area of literacy program for students with disabilities) (SWD II5)
- Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities (SWD II6)
- Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy (SWD II8)
- Demonstrate instructional strategies to enhance comprehension of material (SWD II9)
- Demonstrate an understanding of the evidence-based connection between literacy and behavior (SWD II10)
- Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy (SWD II11)
- Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities (SWD II12)
- Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities (SWD II13)
- Assess the readability of content area reading materials (SWD II14)
- Demonstrate the ability to adapt content area material to the student's instructional level (SWD II15)
- Utilize effective instructional strategies for students with disabilities in inclusive settings (SWD III)
- Identify the differences between academic language and social language. (ELL IA 3)
- Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families. (ELL IB 5)
- Observe culturally and/or linguistically diverse instructional settings. (ELL IB 6)
- Apply research, concepts and theories of language acquisition to instruction. (ELL II A1)
- Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs. (ELL II A2)
- Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards. (ELL II A3)
- Use PA ELPS to design content assessment (ELL II B1)
- Identify issues related to standards-based formative and summative assessment for all ELLs. (ELL II B2)
- Use assessment data to differentiate and modify instruction for optimal student learning. (ELL II B3)
- Demonstrate collaborative, co-teaching models for serving ELLs. (ELL II C2)
- Define common terms associated with English Language Learners. (ELL II C3)

Required Texts

- Beers, Kylene. *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann, 2003. Print.
- Fisher, Douglas, Carol Rothenberg, and Nancy Frey. *Language Learners in the English Classroom*. Urbana: NCTE Press, 2008. Print.
- 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. Print.
- Wiggins, Grant and Jay McTighe. *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria: ASCD, 2011. Print.

Suggested Resources

- Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999. Print.
- . *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000. Print.
- Appleman, Deborah. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. 2nd ed. New York: Teachers College Press, 2009. Print.
- Atwell, Nancie. *In the Middle: New Understandings about Writing, Reading, and Learning*. 2nd ed. Portsmouth, NH: Boynton/Cook Heinemann, 1998. Print.
- Beers, Kylene, Robert E. Probst, and Linda Reif, eds. *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, NH: Heinemann, 2007. Print.
- Brown, Heather. "Walking into the Unknown: Inquiry-Based Learning Transforms the English Classroom." *English Journal*. 94.2 (2004): 43-48. Print.
- Burke, Jim. *The English Teacher's Companion: Complete Guide to Classroom, Curriculum, and the Profession*. 2nd ed. Portsmouth, NH: Boynton/Cook Heinemann, 2003. Print.
- Christenbury, Leila. *Making the Journey: Being and Becoming a Teacher of English Language Arts, Second Edition*. Portsmouth, NH: Boynton/Cook Heinemann, 2000. Print.
- Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. 2nd ed. Portland, ME: Stenhouse, 2001. Print.
- 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. Print.
- Ehrenworth, Mary and Vicki Vinton. *The Power of Grammar: Unconventional Approaches to the Conventions of Language*. Portsmouth, NH: Heinemann, 2005. Print.
- Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. 2nd ed. Albany: State University of New York Press, 2009. Print.
- Folger Library. *Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth, and a Midsummer Night's Dream*. New York; Washington Square Press, 1993. Print.
- Gibson, Rex. *Teaching Shakespeare: A Handbook for Teachers*. Cambridge: Cambridge University Press, 1998. Print.
- 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. Print.
- Kajder, Sara B. *The Tech-Savvy English Classroom*. Portland, ME: Stenhouse, 2003. Print.
- Kratzer, Erin. *Effective Homework Strategies for a Middle School English Classroom*. Unpublished Master's Thesis. Moravian College, 2005. Print.
- Mitchell, Diana. "Fifty Alternatives to the Book Report." *English Journal* 87.1 (1998): 92-95. Print.
- 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. Print.
- Pirie, Bruce. *Reshaping High School English*. Urbana: National Council of Teachers of English, 1997. Print.
- Romano, Tom. *Crafting Authentic Voice*. Portsmouth, NH: Heinemann, 2004. Print.
- Rosenblatt, Louise. *Literature as Exploration*. 5th ed. New York: Modern Language Association of America, 1996. Print.
- . *Making Meaning with Texts: Selected Essays*. Portsmouth, NH: Heinemann, 2005. Print.
- Schuster, Edgar H. *Breaking The Rules: Liberating Writers through Innovative Grammar Instruction*. Portsmouth, NH: Heinemann, 2003. Print.
- Shosh, Joseph M. "Making Meaning in a Dialogic Discourse Diary." *English Journal* 94.1 (2004): 53-58. Print.
- . "Much Ado about Negotiation." *English Journal* 89.6 (2000): 72-79. Print.
- . "Wrighting: Crafting Critical Literacy through Drama." *English Journal* 95.1 (2005): 69-74. Print.
- and Charlotte Rappe Zales. "Daring to Teach Writing Authentically K-12 and Beyond." *English Journal* 95.2 (2005): 77-81. Print.
- Smith, Michael and Jeffrey Wilhelm, J. *Going With The Flow: How To Engage Boys (And Girls) In Their Literacy Learning*. Portsmouth, NH: Heinemann, 2006. Print.
- Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998. Print.
- Villanueva, Victor, ed.. *Cross-Talk in Comp Theory: A Reader*. Urbana: National Council of Teachers of English, 2003. Print.
- Weaver, Constance. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook Heinemann, 1996. Print.
- , Carol McNally, & Sharon Moerman. "To Grammar or Not to Grammar: That Is Not the Question." *Voices from the Middle* 8.3 (2001): 17-33. Print.
- Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3rd ed. New York: McGraw Hill, 2007. Print.
- Whitaker, Sandra R. *Word Play: Building Vocabulary Across Texts and Disciplines, Grades 6-12*. Portsmouth, NH: Heinemann, 2008. Print.

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>

Google Docs

<https://docs.google.com/?pli=1#home>

International Reading Association

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

Middle Web Curriculum Strategies & Links

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

Mind/Shift Free and Simple Digital Learning Tools

<http://mindshift.kqed.org/2011/08/14-free-and-simple-digital-media-tools/>

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.• Discuss specifically how strategies and philosophical constructs engender engagement and achievement in all learners, including students with disabilities in an inclusive setting & ELLs | |
| 2. Young Adult Literature Author Book Talk | 10% |
| <ul style="list-style-type: none">• Sign up to make a book talk presentation from 9/21 to 10/26.• Utilize research-based strategies to engender engagement and achievement in all learners, including students with disabilities in an inclusive setting & ELLs | |
| 3. Professional Journal Article Précis & Discussion | 10% |
| <ul style="list-style-type: none">• Sign up to present a professional journal article from 9/19 to 10/24.• Explicate research-based strategies to engender engagement and achievement in all learners, including students with disabilities in an inclusive setting & ELLs | |
| 4. Engagement & Achievement for Diverse Learners Language Arts Unit Plan | 20% |
| <ul style="list-style-type: none">• Draft due for peer revision on 10/19.• Final Draft due on 10/26. | |
| 5. Engagement & Achievement for Diverse Learners Unit Plan Reflective Critique | 20% |
| <ul style="list-style-type: none">• Due 11/30. | |
| 6. Final Exam: Philosophy of English Education for Diverse Learners Paper | 20% |
| <ul style="list-style-type: none">• E-mailed by 12/15 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 29: **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?
Anticipation Guide

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

August 31: **Defining 21st Century Adolescent Literacy**
Due: *English Leadership Quarterly*: Revisiting the First Day of School (August 2010)
Fisher, Rothenberg & Frey, Chapter 1: "The English Language Learner: 'My Life's Path Is a Circle,'" p. 1-15.

In-Class: Defining the English Language Arts
First Day (Week) of School Activities
Characteristics of the Best (and Worst) Secondary English Classrooms
Dialogic Discourse Diary Assignment

September 5: **NO CLASS: LABOR DAY**

September 7: **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 12: **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.
Wiggins & McTighe, Module A, p. 3-12.
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 14: **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 19: **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 21: Beginning the Pre-Student Teaching Field Experience Placement

Due: *Moravian College Pre-Student Teaching Handbook: Secondary Section*
Sebranek, "Critical Reading Skills," p. 373-384.
Wiggins & McTighe, Module C, p. 33-41.

In-Class: YA Book Talk #1
Field Experience Requirements
Secondary Lesson Planning Expectations

September 26: 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.
Wiggins & McTighe, Module D, p. 42-56.
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 9/26!

September 28: 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>
Wiggins & McTighe, Module F, p. 70-88

In-Class: YA Book Talk #2
Essential Questions
Lesson Hooks

Field: 50 Alternatives to Book Reports
Introductions, Observation, Tutoring

October 3: 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>
Wiggins & McTighe, Module E, p. 57-69.

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 5: 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 10: NO CLASS: FALL BREAK

October 12: 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 17: 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 19: 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=YDUUn1c4uxUE>
Wiggins & McTighe, Module G, p. 89-101.
Integrated Language Arts Unit Plan Peer Revision Draft Due
- In-Class: YA Book Talk #5
Integrated Language Arts Unit Plan Peer Revision
- Field: Tutoring, Small Group Instruction, Planning of November Unit
- October 24: 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 26: Guiding Students to Write Responsibly and Evaluate Sources**
- Due: Sebranek, "Writing Responsibly" p. 273-280.
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!

- October 31: 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

- Field: Professional Journal Article Précis & Discussion #7: Teaching Close Reading/Comprehension Implement Unit Plan under direction of cooperating teacher
- November 2: Employing Drama-in-Education Practices**
 Due: Pirie, Bruce. "The Unfolding Drama" from *Reshaping High School English* Handout
 Shosh, Joseph M. "Wrighting: Crafting Critical Literacy through Drama." *English Journal*.
 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 7: NO CLASS (Dr. Shosh presents his teacher education research at CARN Conference in Vienna, Austria)**
- November 9: Empowering Students to Develop Digital Multiliteracies**
 Due: Kajder Handout: "Reading and Writing Multimodal Texts," p. 67-84.
 Dialogic Discourse Diary Entry #10: How does your unit plan acknowledge and support students as digitally literate?
 In-Class: YA Book Talk #7
 Professional Journal Article Précis & Discussion #8: Digital Literacies
 Field: Implement Unit Plan under direction of cooperating teacher
- November 14: Evaluating Student Learning Formatively and Summatively**
 Due: Tomlinson, Carol Ann. "Learning to Love Assessment." *Educational Leadership*.
 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." *Educational Leadership*. 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?
 In-Class: YA Book Talk #8
 Responding to Student Work Discussion
 Field: Implement Unit Plan under direction of cooperating teacher
- November 16: 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: Professional Journal Article Précis & Discussion #9: Writing to Learn
 Writing to Learn Discussion
 Field: Implement Unit Plan under direction of cooperating teacher
- November 21: 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: YA Book Talk #9
 Literature Circles with Appleman excerpt
 Field: Implement Unit Plan under direction of cooperating teacher
- November 23: NO CLASS: THANKSGIVING**
- November 28: 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

Field: Staging of Pyramus & Thisbe Sequence from *A Midsummer Night's Dream*
Implement Unit Plan under direction of cooperating teacher

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

November 30: 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 5: Reflecting on Our Pedagogical Content Knowledge

Due: Beers, Chapter 15: "A Final Letter to George," p. 300-303.

Block, et al. "Instructional Approaches" Handout

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 7: 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 7th!

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 15th.

MORAVIAN COLLEGE
Bethlehem, Pennsylvania
Education 360
Curriculum & Instruction in English

Dialogic Discourse Diary
Fall 2011 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 7 | • #5: October 4 | • #9: October 31 |
| • #2: September 12 | • #6: October 12 | • #10: November 9 |
| • #3: September 19 | • #7: October 17 | • #11: November 14 |
| • #4: September 26 | • #8: October 24 | • #12: November 21 |

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. Indicate specifically how the readings will support students with disabilities in an inclusive setting.

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 explores specific and appropriate adaptations and accommodations for students with disabilities in an inclusive setting.
 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 2011 Assignment Sheet

Assignment: Based upon your review of multiple YA authors and titles during our Book Pass on Monday, September 7th, 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. Indicate specifically how the strategies you share will support students with disabilities in an inclusive setting.

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 and explores specific and appropriate adaptations and accommodations for students with disabilities in an inclusive setting.
 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 2011 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:

- 9/19: Building Reading Comprehension
- 9/26: Pre-Reading Activities
- 10/3: Teaching Writing
- 10/12: Teaching Vocabulary
- 10/17: Teaching Grammar/Usage
- 10/24: Teaching Persuasive Writing
- 10/31: Teaching Close Reading/Comprehension
- 11/9: Digital Literacies
- 11/16: Writing to Learn

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. Indicate specifically how the journal article will support students with disabilities in an inclusive setting.

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. Handout and presentation examine specific and appropriate adaptations and accommodations for students with disabilities in an inclusive setting.
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Education 360: Curriculum and Instruction in English
Unit Plan Assignment Sheet
Fall 2011

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. Reading strategies are taught directly, and multiple reading opportunities are integrated throughout the unit;
7. Writing strategies are taught directly, and multiple writing opportunities are integrated throughout the unit;
8. Language study is explicit, and multiple opportunities to explore language choices are integrated throughout the unit;
9. Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and English Language Learners (ELL) are appropriate and effective.
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 19, 2011
Peer Editing Draft Due October 24, 2011
Final Draft Due October 26, 2011

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360
Curriculum and Instruction in English Language Arts
Unit Plan Reflective Critique
Assignment Sheet
Fall 2011

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 explains effectiveness of Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and English Language Learners.
4. Critique documents changes made to the unit plan and explains the rationale for those changes.
5. Critique identifies strengths and weaknesses of unit and offers specific strategies for improving the unit.

Due: November 30, 2011 [Automatic extension until December 7 if needed]

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360
Curriculum and Instruction in English Language Arts
Philosophy of English Education Statement
Assignment Sheet
Fall 2011

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 use research-based practices in a standards-aligned system to engender student engagement in the English language arts classroom.
2. Essay clearly and thoroughly explains candidate's plans to use research-based practices in a standards-aligned system to engender student achievement in the English language arts classroom.
3. Essay clearly and thoroughly explains candidate's plans to utilize Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and English Language Learners.
4. Essay adopts an effective organizational structure, with an attention-getting lead, well-organized body paragraphs, and strong conclusion.
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 15th.
