



MORAVIAN COLLEGE

Education 360: Curriculum and Instruction in English Language Arts

Fall 2012

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Seminar:
M, W 7:30 – 8:40 a.m.
PPHAC 302
110 Hour Lab Options: (9/24-12/7)
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 III)
- 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 III0)
- Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy (SWD III1)
- 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 III2)
- Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities (SWD III3)
- Assess the readability of content area reading materials (SWD III4)
- Demonstrate the ability to adapt content area material to the student’s instructional level (SWD III5)
- 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, Kylee. *When Kids Can’t Read—What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth,

- NH: Heinemann, 2003. Print.
- Hill Campbell, Kimberly and Kristi Latimer. *Beyond the Five-Paragraph Essay*. Portland, ME: Stenhouse. 2012. 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.
- Smagorinsky, Peter. *Teaching English By Design: How To Create and Carry Out Instructional Units*. Portsmouth, NH: Heinemann, 2008. 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, Kylee, 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*. 3rd ed. Portsmouth, NH: Boynton/Cook Heinemann, 2007. Print.
- Christenbury, Leila. *Making the Journey: Being and Becoming a Teacher of English Language Arts*, 3rd ed. Portsmouth, NH: Boynton/Cook Heinemann, 2006. 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.
- Fisher, Douglas, Carol Rothenberg, and Nancy Frey. *Language Learners in the English Classroom*. Urbana: NCTE Press, 2008. 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 Argument Writing, Grades 6-12*. Portsmouth, NH: Heinemann, 2011. Print.
- Kajder, Sara B. *Adolescents and Digital Literacies*. Urbana, IL: NCTE, 2010. 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*. 2nd ed. Portsmouth, NH: Heinemann, 2011. 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.
- ___ 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, and Kristin L. Arola, eds. *Cross-Talk in Comp Theory: A Reader*. 3rd ed. Urbana: National Council of Teachers of English, 2011. Print.
- Weaver, Constance. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook Heinemann, 1996. Print.
- Weinstein, Carol S. and Ingrid Novodvorsky. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 4th ed. New York: McGraw Hill, 2007. Print.
- Wessling, Sarah Brown. *Supporting Students in a Time of Core Standards*. Urbana, IL: NCTE, 2011. 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. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services, for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations

cannot be provided until authorization is received from the Academic Support 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. IEP/Section 504 Learner Case Study, Action Plan, & Lesson Plan | 10% |
| <ul style="list-style-type: none"> • Prepare assigned journal article for non-fiction literature circle discussion on 9/26. • Identify a student in your field placement with a documented disability. • Using a pseudonym, explain the disability and develop a specific action plan. • Case Study & Action Plan due (along with brief presentation) on 10/1 | |
| 3. English Language Learner (ELL) Case Study, Action Plan, & Lesson Plan | 10% |
| <ul style="list-style-type: none"> • Prepare assigned journal article for non-fiction literature circle discussion on 9/26. • Identify an English language learner in your field experience placement. • Using a pseudonym, describe the student’s proficiency level and develop a specific action plan. • Case Study & Action Plan due (along with brief presentation) on 10/10 | |
| 4. Engagement & Achievement for Diverse Learners Language Arts Unit Plan | 20% |
| <ul style="list-style-type: none"> • Draft due for peer revision on 10/22 • Final Draft due on 10/29 | |
| 5. Engagement & Achievement for Diverse Learners Unit Plan Reflective Critique | 20% |
| <ul style="list-style-type: none"> • Due 12/3 | |
| 6. Final Exam: Philosophy of English Education for Diverse Learners Paper | 20% |
| <ul style="list-style-type: none"> • E-mailed by 12/13 at 1:30 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 below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

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|-------------------|--|
| August 27: | 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 29: **Defining 21st Century Adolescent Literacy**
 Due: *English Leadership Quarterly*: “Revisiting the First Day of School” (August 2010) [Handout] Smagorinsky, Chapter 1: “Students’ Ways of Knowing,” p. 3-18.
 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

August 29th 6:30 p.m. in PPHAC 102: Mandatory Pre-Student Teacher Meeting with Mrs. Modjadidi

September 3: NO CLASS: LABOR DAY

September 5: 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: “Making Meaning in a Dialogic Discourse Diary,” *English Journal* Sept. 2004, p. 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 Beers and Shosh provide?
 In-Class: “Non-Fiction Article Pass:” Resources for Students with Disabilities and ELLs IEP/Section 504 and ELL Case Study & Action Plan Assignments

September 10: Examining ELA Standards: What ALL Secondary Students Must Know and Be Able To Do
 Due: Smagorinsky, Chapter 2: “Providing Scaffolds for Student Learning,” p. 19-31.
 Dunn: “Re-Seeing (Dis)Ability: Ten Suggestions,” *English Journal* Nov. 2010, p. 14-26.
 Garcia, Jensen, & Scribner: “The Demographic Imperative,” *Educational Leadership* Apr. 2009, p. 8-13.
 Examination of PA Common Core English Language Arts, Grades 6-12 Standards available at <http://www.pdesas.org/Standard/Views>. [Download a copy for use throughout the year ahead.]
 Dialogic Discourse Diary Entry #2: As an English teacher, how will you ensure that ALL learners, including students with disabilities and ELLs meet PA English language arts standards?
 In-Class: Standards-Based ELA Lessons
 Instructional Differentiation for ALL Learners, including ELLs and students with disabilities
 Backwards Design: Starting with what students must know and be able to do

September 12: 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.
 Smagorinsky, Chapter 3: “Alternatives to Teacher-Led Discussion,” p. 32-44.
 In-Class: Literacy Inventories
 Checklists & Running Records
 Alternatives to I-R-E Discourse Patterns to Support Adolescent Literacy Development

September 17: Providing Explicit Comprehension Instruction and Engaging in Course-Level Planning
 Due: Cisneros “Eleven”
 Available <http://www.bufordcityschools.org/bhs/teachers/stefanievitulli/documents/Eleven.pdf>
 Beers, Chapter 4: “Explicit Instruction in Comprehension,” p. 40-60.
 Smagorinsky Chapter 4: “Planning the Whole Course,” p. 45-66.
 Dialogic Discourse Diary Entry #3: Explain how you might teach Sandra Cisneros’s short story “Eleven” to build the reading comprehension of all learners within a discourse rich environment. What specifically might you need to do to address the needs of English language learners and students with disabilities?
 In-Class: Analysis of Classroom Discourse Transcripts
 Strategies for Explicit Teaching of Reading Comprehension
 Course Level Planning to Ensure ALL Students Meet ELA Standards

September 19: Beginning the Pre-Student Teaching Field Experience Placement
Due: *Moravian College Pre-Student Teaching Handbook: Secondary Section*
Sebranek, "Critical Reading Skills," p. 373-384.
Smagorinsky, Chapter 8: "Why Conceptual Units?" p. 111-128
In-Class: Field Experience Requirements
Secondary Unit & Lesson Planning Expectations
Essential Questions
Lesson Hooks
50 Alternatives to Book Reports

Pre-Student Teaching Field Experience Placement Begins Week of 9/24!

September 24: 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.
Smagorinsky, Chapter 9: "The Basics of Unit Design," p. 129-139.
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? How could you use this individual text as part of a larger unit that ensures the success of ALL of your learners, including ELLs and students with disabilities?
In-Class: Making the Most of the First Day in the Field
Probable Passage Prediction

September 26: Facilitating Student Inquiry: Literature Circles with Non-Fiction Texts
Due: Sebranek, "Searching for Information," p. 339-365.
Shosh, "Much Ado about Negotiation." *English Journal*. July 2000: 72-79.
Available: <http://www.moravian.edu/default.aspx?pageid=2639>
Instructional Strategies Online: What Are Literature Circles?" Available:
<http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html>
In-Class: Debriefing the First Two Days in the Field
Non-Fiction Literature Circles: My Field Experience &...

- *English Journal* November 2010: Re-Seeing Dis(Ability)
- *Educational Leadership* April 2009: Supporting English Language Learners

Field: Introductions, Observation, Tutoring

October 1: Building Vocabulary
Due: Beers, Chapter 9: "Vocabulary: Figuring Out What Words Mean," p. 176-203.
Shosh: "Defining our World: A Millennial Approach to Purposeful Vocabulary Acquisition," p. 1-14. [Paper Presented at 99th Annual NCTE Convention 2009]
Padak, Bromley, Rasinski and Newton: "Vocabulary: Five Common Misconceptions." *Educational Leadership*, June 2012. Available:
<http://www.ascd.org/publications/educational-leadership/jun12/vol69/num09/Vocabulary@-Five-Common-Misconceptions.aspx>
Dialogic Discourse Diary Entry #5: As a secondary school student, how did you acquire new vocabulary words? What would this week's authors likely see as the strengths and weaknesses of what you experienced?
IEP/Section 504 Learner Case Study & Action Plan
In-Class: Autobiographical Inquiry: Secondary School Vocabulary Experiences
IEP/Section 504 Learner Case Study & Action Plan Presentations
Field: Tutoring, Small Group Instruction, Planning of November Unit

October 4: Planning Instruction for Student Engagement and Achievement
Due: Smagorinsky, Chapter 10: "Your Unit Rationale," p. 140-147.
Sebranek: "Understanding the Writing Process," p. 1-39.
In-Class: Designing Process-Based Writing Assignments
Integrated English Language Arts Unit Planning Guidelines

Field: Make sure that cooperating teacher is not expecting you on 10/8 & 10/9 unless you are using the Fall Break to log extra hours in the field.
Continue individual tutoring or small group lessons as suggested by cooperating teacher.
Begin brainstorming November Unit Plan possibilities with consultation of cooperating teacher.

October 8: NO CLASS: FALL BREAK

October 10: Teaching Writing as a Process

Due: Sebranek: "Using the Writing Process," p. 41-83.
Shosh and 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>
Smagorinsky, Part II: "Teaching Writing Within a Unit Design," p. 69-110.
Dialogic Discourse Diary Entry #6: How did you learn to write well? What do this week's readings contribute to your understanding of how to teach writing effectively?
English Language Learner (ELL) Case Study & Action Plan
In-Class: Teaching Writing versus Assigning Writing
English Language Learner (ELL) Case Study & Action Plan Presentations
Field: Observation, Tutoring

October 15: Planning Meaningful Writing Opportunities Throughout an Instructional Unit

Due: Smagorinsky, Chapter 11: "Outlining a Unit"
Hill Campbell & Latimer, Chapter 1: "Combating Formulaic Writing," p. 1-11.
Hill Campbell & Latimer, Chapter 2: "Establishing a Routine of Thoughtful Reading & Writing," p. 12-24.
Dialogic Discourse Diary Entry #7: What instructional unit are you planning to teach? What is your essential question? What do you want your students to know and be able to do by the end of your unit? What types of daily reading and writing do you envision?
In-Class: Unit Planning Workshop
Field: Tutoring, Small Group Instruction, Planning of November Unit

October 17: Teaching Grammar in the Context of Writing

Due: Smagorinsky, Chapter 12: "Setting Up the Construction Zone," p. 157-172.
Hill Campbell & Latimer, Chapter 3: "Reading Like a Writer," p. 26-59.
Dean
In-Class: Image Grammar
Mentor Texts
Sentence Combining
Field: Tutoring, Small Group Instruction, Planning of November Unit

October 22: Meeting ELA Standards in the Context of a Unit's Essential Question

Due: Smagorinsky, Chapter 13: "Introductory Activities," p. 173-183.
Smagorinsky, Chapter 14: "Down and Dirty: Daily Planning," p. 184-223. [Skim]
Hill Campbell & Latimer, Chapter 4: "Writing & Discussion in Support of Thinking," p. 61-78
Engagement & Achievement for Diverse Learners Language Arts Unit Plan Draft
Unit Overview and first lesson plan must be emailed to Dr. Shosh for feedback.
In-Class: New Insights from Smagorinsky, Hill Campbell, & Latimer
Peer Revision of Unit Plan Drafts
Field: Tutoring, Small Group Instruction, Planning of November Unit

October 24: Writing to Learn and Writing as an Authority

Due: Hill Campbell & Latimer, Chapter 5: "Writing to Explore," p. 79-92
Sebranek: "Writing to Learn," p. 415-422.
Hill Campbell & Latimer, Chapter 6: "Writing as an Authority," p. 93-114
In-Class: Alignment of Unit Objectives with Lesson Objectives
Workshop on Instructional Differentiation for ALL Learners, including English language learners and students with disabilities

October 29: Using Mentor Texts and Writing Responsibly
Due: Sebranek, "Writing Responsibly" p. 273-280.
Engagement & Achievement for Diverse Learners Language Arts Unit Plan Due
In-Class: Discussion of Unit Plans
Lesson Revision in Action Process
Observation Protocol
Gathering Evidence of Student Engagement and Student Achievement
Field: Tutoring, Small Group Instruction, Preparing to Teach November Unit

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

October 31: Providing Additional Support for Struggling 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 #8: 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: Implement Unit Plan under direction of cooperating teacher

November 5: Employing Drama-in-Education Practices
Due: Pirie: "The Unfolding Drama" from *Reshaping High School English* Handout
Shosh: "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: Empowering Students to Develop Digital Multiliteracies
Due: Kajder: "Reading and Writing Multimodal Texts," p. 67-84. [Handout]
Dialogic Discourse Diary Entry #9: How does your unit plan acknowledge and support students as digitally literate? What else might you do in your unit to support students as 21st century communicators?
In-Class: "Constructing Digital Literacies in the Shadow of the Blast Furnace" Project
Digital Literacies Discussion
Field: Implement Unit Plan under direction of cooperating teacher

November 12: Evaluating Student Learning Formatively and Summatively
Due: Tomlinson: "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: "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 #10: How do Tomlinson and Brookhart's ideas support the assessment of student learning in your unit? How do you know that your learners (including your ELLs and students with disabilities) are meeting your unit-level objectives?
In-Class: Workshop: Responding to Student Work
Field: Implement Unit Plan under direction of cooperating teacher

November 14: Successfully Teaching ELLs and Students with Disabilities
Due: DelliCarpini: "Supporting ELLs Before, During, and After Reading," *English Journal*
May 2011, p. 108-112.
Beers, Chapter 10: "Fluency & Automaticity," p. 204-219.
Beers, Chapter 11: "Word Recognition: What's After 'Sound It Out?'," p. 220-235.

In-Class: Meeting Challenges in the Field Discussion
Field: Implement Unit Plan under direction of cooperating teacher

November 19: Developing Students' Ability to Analyze Literature

Due: Sebranek, "Responding to Literature" p. 233-262.
Dialogic Discourse Diary Entry #11: How has the teaching you have done in your unit developed your students' ability to analyze literature? What have you done to ensure that ALL students are becoming stronger readers?

In-Class: Literature Circles with Appleman excerpt and poems "A Hundred Things She's Not" and "Unidentified Dyslexic"

Field: Implement Unit Plan under direction of cooperating teacher

November 21: Teaching the Classics and Other Challenging Texts

Due: Shosh: "Much Ado about Negotiation." *English Journal* 89.6 (2000): 72-79.
Available: <http://www.moravian.edu/default.aspx?pageid=2639>

Ostensen and Gleason-Sutton: "Making the Classics Matter to Students through Digital Literacies and Essential Questions," *English Journal*, Nov. 2011.

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

November 26: NO CLASS: THANKSGIVING

November 28: Gathering and Analyzing Evidence of Student Learning & Assigning Grades

Due: Scherer: "Perspectives/ What We Learn from Grades," *Educational Leadership*, Nov. 2011.
Brookhart: "Starting the Conversation About Grading," *Educational Leadership*, Nov. 2011.
Dialogic Discourse Diary Entry #12: What evidence have you gathered to document how well ALL of your students have met each of your unit-level objectives? What evidence do you still need to gather? How well do student grades reflect student learning in your unit?

In-Class: Presentation and Discussion of Evidence of Student Learning, Grading Challenges

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

Pre- Student Teaching Field Experience Unit Plan Execution Ends On or Around November 30th!

December 3: Reflecting on Our Pedagogical Content Knowledge

Due: Beers, Chapter 15: "A Final Letter to George," p. 300-303.
Senechal: "Let Strategies Serve Literature," *Educational Leadership*, Mar. 2011.
Conley: "Building on the Common Core," *Educational Leadership*, Mar. 2011.

Engagement & Achievement for Diverse Learners Unit Plan Reflective Critique

In-Class: Reflecting Upon and Concluding the Field Experience

Pre-Writing a Philosophy of English Education Statement

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

December 5: Preparing for the Student Teaching Placement

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

Pre-Student Teaching Field Experience Placements End December 7th!

Final Exam: Philosophy of English Education for Diverse Learners Paper must be e-mailed to jshosh@moravian.edu by 1:30 p.m. on December 13th.

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

Dialogic Discourse Diary
Fall 2012 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 75
- #2: September 10
- #3: September 17
- #4: September 24
- #5: October 1
- #6: October 10
- #7: October 15
- #8: October 31
- #9: November 7
- #10: November 12
- #11: November 19
- #12: November 28

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 LASTNAMEEDDD#.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
IEP/Section 504 Learner Case Study, Action Plan, & Lesson Plan
Fall 2012 Assignment Sheet

Assignment: Before beginning this assignment, review *The Right to Special Education in Pennsylvania: A Guide for Parents and Advocates*, especially the information contained in chapter 5 about IEPs (Available for download from The Education Law Center at http://www.elc-pa.org/pubs/pubs_disabilities.html). You may also want to review the differences between IDEA and Section 504 available at “the world’s leading website on learning disabilities and ADHD”: <http://www.ldonline.org/article/6086/>. In class on September 5, you’ll participate in a “non-fiction article pass” to determine which articles you’ll read from the November 2010 issue of *English Journal* focused on “Re-Seeing (Dis)Ability” in the secondary English language arts classroom. You’ll need to have read your assigned articles for discussion within literature circles in class on September 26. In your field experience placement, you must identify a student with an IEP and/or section 504 plan and, using a pseudonym, write a brief case study, indicating the accommodations the student must receive and the specific ways in which you plan to support the student’s academic achievement during your field placement experience. Finally, you must compose and submit a sample lesson plan that shows specifically how your instruction within the context of a single lesson will ensure that a student with a documented disability is able to meet Pennsylvania Common Core ELA standards. Prepare a brief oral presentation (5 minutes) of your case study and action plan for October 1.

Suggested Response Format: Highlight and/or annotate copies of your articles so that you are well-prepared for literature circle discussion on September 26. Your case study of the learner from your classroom must be written in narrative form and clearly document the student’s disability and legally required accommodations. The narrative must then go on to explain your plans for ensuring that the student meets Pennsylvania ELA standards. Finally, submit your sample lesson plan using the format explained in the *Secondary Student Teaching Handbook*.

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. Participation in literature circle discussion demonstrates clear knowledge of IEPs, Section 504 plans, and specific strategies for meeting the needs of students with disabilities in the ELA classroom.
2. Case study is written in narrative form following the conventions of standard written English (SWE) and clearly documents the student’s disability and legally required accommodations.
3. Case study thoroughly explains how you will ensure that the student meets Pennsylvania Common Core ELA standards, citing specific strategies for students with disabilities.
4. Lesson plan includes strong objectives, appropriate Pennsylvania Common Core ELA standards, and meaningful learning activities in alignment with lesson objectives and ELA standards.
5. Lesson plan is designed to provide meaningful formative assessment data and explains clearly the accommodations or adaptations that will be made to ensure achievement of case study student with documented disability.

Due: Literature Circle Discussion on September 26, 2012
IEP/Section 504 Learner Case Study, Action Plan, & Lesson Plan due on October 1, 2012
Brief In-Class Presentation (5 minutes) of Case Study & Action Plan on October 1, 2012

**Education 360: Curriculum & Instruction in English
English Language Learner (ELL) Case Study, Action Plan, & Lesson Plan
Fall 2012 Assignment Sheet**

Assignment: Before beginning this assignment, review the resources available to you at the Bethlehem Area School District's Center for Language Assessment and English Acquisition program website (<http://www.beth.k12.pa.us/esol/>). In class on September 5, you'll participate in a "non-fiction article pass" to determine which articles you'll read from the April 2009 issue of *Educational Leadership* focused on meeting the needs of English language learners. You'll need to have read your assigned articles for discussion within literature circles in class on September 26. In your field experience placement, you must identify a student with limited English proficiency and, using a pseudonym, write a brief case study, indicating the student's personal and academic language strengths and weaknesses and the specific ways in which you plan to support the student's academic achievement during your field placement experience. Finally, you must compose and submit a sample lesson plan that shows specifically how your instruction within the context of a single lesson will ensure that the English language learner is able to meet Pennsylvania Common Core ELA standards.

Suggested Response Format: Highlight and/or annotate copies of your articles so that you are well-prepared for literature circle discussion on September 26. Your case study of the learner from your classroom must be written in narrative form and clearly document the student's current level of language proficiency. The narrative must then go on to explain your plans for ensuring that the student meets Pennsylvania ELA standards. Finally, submit your sample lesson plan using the format explained in the *Secondary Student Teaching Handbook*.

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. Participation in literature circle discussion demonstrates clear knowledge of English language learners and specific strategies for meeting the needs of ELLs in the ELA classroom.
2. Case study is written in narrative form following the conventions of standard written English (SWE) and clearly documents the student's level of language proficiency.
3. Case study thoroughly explains how you will ensure that the student meets Pennsylvania Common Core ELA standards, citing specific strategies for ELLs.
4. Lesson plan includes strong objectives, appropriate Pennsylvania Common Core ELA standards, and meaningful learning activities in alignment with lesson objectives and ELA standards.
5. Lesson plan is designed to provide meaningful formative assessment data and explains clearly the accommodations or adaptations that will be made to ensure achievement of case study ELL.

Due: Literature Circle Discussion on September 26, 2012
English Language Learner (ELL) Case Study, Action Plan, & Lesson Plan due on October 10, 2012
Brief In-Class Presentation (5 minutes) of Case Study & Action Plan on October 10, 2012

Education 360: Curriculum and Instruction in English
Unit Plan Assignment Sheet
Fall 2012

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 22, 2012
Final Draft Due October 29, 2012

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360
Curriculum and Instruction in English Language Arts
Unit Plan Reflective Critique
Assignment Sheet
Fall 2012

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: December 3, 2012

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 360
Curriculum and Instruction in English Language Arts
Philosophy of English Education Statement
Assignment Sheet
Fall 2012

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 Pennsylvania Common Core standards:

- 1.2 Reading Informational Text
- 1.3 Reading Literature
- 1.4 Writing
- 1.5 Speaking and Listening

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 1:30 p.m. on Friday, December 13th.
