



MORAVIAN COLLEGE

Education 360: Curriculum and Instruction in English Language Arts Fall 2013

Dr. Joseph M. Shosh, Hurd Academic Complex 327

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Seminar:

T, Th 7:30 – 8:40 a.m.

PPHAC 302

110 Hour Lab Options: (9/23-12/6)

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? What opportunities and challenges do we face as we teach the English language arts in a multimodal digital age?
2. What are the most effective methods for teaching and learning the English language arts with 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, Kylee and Robert Probst. *Notice & Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann, 2013. Print.

Lauver, Nelson. *Most Unlikely to Succeed: The Trials, Travels, and Ultimate Triumphs of a 'Throwaway Kid.'* New York: Five City Media. 2011. 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.

Wessling, Sarah. *Supporting Students in a Time of Core Standards: English Language Arts Grades 9-12*. Urbana: National Council of Teachers of English.

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. *When Kids Can't Read—What Teachers Can Do*. Portsmouth, NH: Heinemann, 2003. 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*. 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.
- 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 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. Multimodal Dialogic Discourse Diary | 20% |
| <ul style="list-style-type: none"> • Share your response to each prompt with your colleagues, exploring a variety of multimodal options at http://sites.google.com/site/moravianeduc360/home. • Connect prompt to readings and pre-student teaching field placement. • Discuss specifically how strategies and philosophical constructs bring about engagement and achievement in all learners, including students with disabilities in an inclusive setting and ELLs | |
| 2. IEP/Section 504 Learner Case Study, Action Plan, & Lesson Plan | 10% |
| <ul style="list-style-type: none"> • Prepare for literature circle discussion on 9/26 by bringing annotated article and handout. • Identify a student in your field placement with a documented disability. • Using a pseudonym for the student, 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 for literature circle discussion on 9/26 by bringing annotated article and handout. • Identify an English language learner in your field experience placement. • Using a pseudonym for the student, 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 Statement | 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 *Secondary Field Experience Handbook* available on the Education Department website at <http://home.moravian.edu/public/educ/eddept/secondary/index.htm> for field experience attendance guidelines.

Academic Honesty

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc., The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

August 27: **Community Building: What is English? What are the English Language Arts?**
 In-Class: Overview of Ed. 360 Seminar and Pre-Student Teaching Field Experience
 Autobiographical Inquiry: How did we come to be around the table today?
 Google Docs: Defining English and the English Language Arts for Ourselves
 Our Digital Home: <http://sites.google.com/site/moravianed360/home>
 Reminder: Bring a laptop, ipad, iphone, or any other digital device to every class!

August 29: **Community Building: Identifying Our Prior Knowledge & Pre-Existing Beliefs**
 Due: Smagorinsky, Chapter 1: "Students' Ways of Knowing," p. 3-18.
 Lauver, Introduction & Chapters 1-3.
 In-Class: Poetry Reading: "Unidentified Dyslexic"
 Discussion of Readings
 Edmodo Anticipation Guide
 Multimodal Dialogic Discourse Diary Assignment Requirements

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

September 3: **Community Building: Supporting the Needs of All Learners with Literature Circles**
 Due: Annenberg Learning on Literature Circles:
<http://www.learner.org/workshops/tml/workshop5/teaching3.html>
 Lauver, Chapters 4-11
 Dialogic Discourse Diary Entry #1: Upload a photo of your choice and a brief literacy autobiography to our digital home at <http://sites.google.com/site/moravianeduc360/home> . If you encounter computer difficulties, don't worry. Simply bring your photo and biography to class, and fellow future English teachers will help us upload our biographies!
 In Class: Literature Circle Overview
 Lauver Literature Circles

September 5: **Writing: Dialogic Discourse**
 Due: Sebranek, "Understanding the Writing Process," p. 1-39.
 Shosh, "Making Meaning in a Dialogic Discourse Diary," *English Journal* Sept. 2004, p. 53-58. Available: <http://www.moravian.edu/default.aspx?pageid=2639>
 Lauver, Chapter 12
 Dialogic Discourse Diary Entry #2: As a secondary English language arts teacher, how might you go about building confidence in even your most reluctant readers and writers? What specific suggestions do Sebranek and Shosh provide?
 In-Class: Discussion: Writing Process and Dialogic Discourse
 "Non-Fiction Electronic Article Preview:" Resources for Students with Disabilities and ELLs IEP/Section 504 and ELL Case Study & Action Plan Assignments

September 10: **Curriculum: 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.
 Available: <http://sites.google.com/site/moravianeduc360/home> .
 Garcia, Jensen, & Scribner, "The Demographic Imperative," *Educational Leadership* Apr. 2009, p. 8-13. Available via Google or ASCD website download.
 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.]
 Lauver, Chapter 13
 Dialogic Discourse Diary Entry #3: 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: **Reading: Questioning the Needs of Adolescent Readers**
 Due: Beers & Probst, Introduction & Part I, p. 1-63.
 Smagorinsky, Chapter 3: "Alternatives to Teacher-Led Discussion," p. 32-44.
 Lauver, Chapter 14

In-Class: Literacy Inventories
Checklists & Running Records
Alternatives to I-R-E Discourse Patterns to Support Adolescent Literacy Development

September 17: Reading: Exploring Signpost Lessons

Due: Cisneros "Eleven"
Available <http://www.bufordcityschools.org/bhs/teachers/stefanievitulli/documents/Eleven.pdf>
Cisneros reading "Eleven"
Available <http://www.youtube.com/watch?v=FszzXG6e45E>.
Beers & Probst, Part II, p. 64-107
Smagorinsky Chapter 4, "Planning the Whole Course," p. 45-66.
Dialogic Discourse Diary Entry #4: Select one of Beers' and Probst's six signposts and explain how you might use that signpost to guide your teaching of 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: Curriculum: Beginning the Pre-Student Teaching Field Experience Placement

Due: *Moravian College Secondary Field Experience Handbook: Stage 3 Pre-Student Teaching*
Sebranek, "Critical Reading Skills," p. 373-384.
Smagorinsky, Chapter 8: "Why Conceptual Units?" p. 111-128
Lauver, Chapters 15-16
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 9/23!

September 24: Reading: Teaching Signpost Lessons

Due: Beers & Probst, Part III, p. 112-188.
Smagorinsky, Chapter 9: "The Basics of Unit Design," p. 129-139.
Lauver, Chapter 17
Dialogic Discourse Diary Entry #5: 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 and Probst 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: Reading: 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>
Lauver, Chapters 18 - Epilogue
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: Reading: Building Vocabulary

Due: Beers (2003), Chapter 9: "Vocabulary: Figuring Out What Words Mean," p. 176-203.
Available: <http://sites.google.com/site/moravianeduc360/home> .

	<p>Shosh: "Defining our World: A Millennial Approach to Purposeful Vocabulary Acquisition," p. 1-14. [Paper Presented at 99th Annual NCTE Convention 2009] Available: http://sites.google.com/site/moravianeduc360/home .</p> <p>Padak, Bromley, Rasinski and Newton: "Vocabulary: Five Common Misconceptions." <i>Educational Leadership</i>, June 2012. Available: http://www.ascd.org/publications/educational-leadership/jun12/vol69/num09/Vocabulary@-Five-Common-Misconceptions.aspx</p> <p>Dialogic Discourse Diary Entry #6 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?</p> <p>IEP/Section 504 Learner Case Study & Action Plan</p>
In-Class:	Autobiographical Inquiry: Secondary School Vocabulary Experiences
Field:	IEP/Section 504 Learner Case Study & Action Plan Presentations Tutoring, Small Group Instruction, Planning of November Unit
October 4:	<u>Curriculum:</u> Planning Instruction for Student Engagement and Achievement
Due:	Smagorinsky, Chapter 10: "Your Unit Rationale," p. 140-147. Wessling, Section I, "Observing and Demystifying the Common Core Standards," p. 1-18.
In-Class:	Designing Standards-Based Units Integrated English Language Arts Unit Planning Guidelines
Field:	Make sure that cooperating teacher is not expecting you on 10/14 & 10/15 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:	<u>Writing:</u> 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." <i>English Journal</i> . 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 #7: 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:	English Language Learner (ELL) Case Study & Action Plan Teaching Writing versus Assigning Writing
Field:	English Language Learner (ELL) Case Study & Action Plan Presentations Observation, Tutoring
October 10:	<u>Writing:</u> Planning Meaningful Writing Opportunities Throughout an Instructional Unit
Due:	Smagorinsky, Chapter 11: "Outlining a Unit" Wessling, Chapter 5, "Writing is a Thinking Process Shared with others" p. 72-86 Dialogic Discourse Diary Entry #8: 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 15:	No Class: Fall Break
October 17:	<u>Writing:</u> Teaching Grammar in the Context of Writing
Due:	Smagorinsky, Chapter 12: "Setting Up the Construction Zone," p. 157-172. Noden, "Image Grammar," Available: http://sites.google.com/site/moravianeduc360/home .
In-Class:	Image Grammar Mentor Texts Sentence Combining
Field:	Tutoring, Small Group Instruction, Planning of November Unit
October 22:	<u>Curriculum:</u> 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]

	Wessling, Chapter 2, "Everything's a Conversation: Reading Away Isolation," p. 20-43. 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 & Wessling Peer Revision of Unit Plan Drafts
Field:	Tutoring, Small Group Instruction, Planning of November Unit
October 24:	<u>Writing:</u> Writing to Learn 7 Responding to Media
Due:	Sebranek: "Writing to Learn," p. 415-422. Wessling, Chapter 3, Using Viewing to Elicit Complex Thinking," p. 44-57
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:	<u>Writing:</u> 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:	<u>Curriculum:</u> Providing Additional Support for Struggling Readers and Writers
Due:	Beers (2003), Chapter 7: "Constructing Meaning: During-Reading Strategies," p. 102-137. Available: http://sites.google.com/site/moravianeduc360/home . Wessling, Chapter 6, "Individual Considerations: Keeping Students at the Center," p. 90-102. Dialogic Discourse Diary Entry #9: Which of the strategies that Beers shares might you want to add to your unit plan? How does Wessling's advice impact your thinking? 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:	<u>Listening & Speaking:</u> Employing Drama-in-Education Practices
Due:	Wessling, Chapter 4, "Integrating Active Listening & Speaking Strategies," p. 58-71. Pirie: "The Unfolding Drama" from <i>Reshaping High School English</i> Handout Available: http://sites.google.com/site/moravianeduc360/home . Shosh: "Wrighting: Crafting Critical Literacy through Drama." <i>English Journal</i> . Sept. 2005: 69-74. Available http://www.moravian.edu/default.aspx?pageid=2639 .
In-Class:	Role on Wall Mantle of the Expert Tableaux and Voice Tracking
Field:	Implement Unit Plan under direction of cooperating teacher
November 7:	<u>Writing:</u> Empowering Students to Develop Digital Multiliteracies
Due:	Kajder, "Reading and Writing Multimodal Texts," p. 67-84. Available: http://sites.google.com/site/moravianeduc360/home . Shosh, "Constructing Third Space Multiliteracies in the Shadow of the Blast Furnace" CARN Conference Presentation, Cambridge, England. Available: http://www.esri.mmu.ac.uk/carnnew/resources.php . Dialogic Discourse Diary Entry #10: How does your unit plan acknowledge and support students as digitally literate? What else might you do in your unit to support students as 21 st 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:	<u>Curriculum:</u> 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 #11: 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: Reading: 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 have you done to ensure that ALL students are becoming stronger readers?
 In-Class: Staging of "Pyramus & Thisbe" Sequence from *A Midsummer Night's Dream*
 Field: Implement Unit Plan under direction of cooperating teacher

**November
19-28:**

NO SEMINAR: CLASSROOM TEACHING FOLLOWED BY THANKSGIVING BREAK

December 3: Curriculum: Gathering and Analyzing Evidence of Student Learning & Assigning Grades

Due: Scherer, "Perspectives/ What We Learn from Grades," *Educational Leadership*, Nov. 2011. Available: <http://sites.google.com/site/moravianeduc360/home> .
 Brookhart. "Starting the Conversation About Grading," *Educational Leadership*, Nov. 2011. Available: <http://sites.google.com/site/moravianeduc360/home> .
 Senechal, "Let Strategies Serve Literature," *Educational Leadership*, Mar. 2011. Available: <http://sites.google.com/site/moravianeduc360/home> .
 Multimodal Dialogic Discourse Diary Self-Evaluation
 In-Class: Presentation and Discussion of Evidence of Student Learning, Grading Challenges
 Field: Conclude unit plan instruction

December 5: Building Community: Preparing for the Student Teaching Placement

Due: 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
 Overview of the Student Teaching Experience
 Pennsylvania Guidelines for Professional Conduct of Educators
 Field: Transition back to tutoring and small group instruction, return summative evaluations

Pre-Student Teaching Field Experience Placements End December 6th!

Final Exam: Philosophy of English Education for Diverse Learners Statement must be e-mailed to jshosh@moravian.edu by 8:30 a.m. on Saturday, December 14th.

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

Multimodal Dialogic Discourse Diary
Fall 2013 Assignment Sheet

Assignment: In his seminal text *Teaching the Universe of Discourse*, Harvard professor James Moffett advanced the hypothesis that “dialogue is the major means of developing thought and language.” In response, I developed a dialogic discourse diary to allow my high school English language arts students to engage in a variety of personally meaningful transactions with literary texts. This semester, I call upon you to share your own evolving understanding of how, why, and what you intend to teach in the ELA classroom within a multimodal dialogic discourse diary. As you write to learn more about the teaching of English, together we will need to explore the a variety of multimodal forms of communication, including but not limited to e-journal entries, Facebook posts, tweets, podcasts, digital videos, wikis, and blogs that we and our students have at our disposal. I have posed twelve questions in the syllabus to prompt you deep thinking about the teaching of reading, writing, listening, speaking, and viewing. I ask you to make your responses in a variety of communicative modes available to our Education 360 learning community at <https://sites.google.com/site/moravianed360/home> on the following dates:

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|--------------------|--------------------|--------------------|
| • #1: September 3 | • #5: September 24 | • #9: October 31 |
| • #2: September 5 | • #6: October 1 | • #10: November 7 |
| • #3: September 10 | • #7: October 8 | • #11: November 12 |
| • #4: September 17 | • #8: October 10 | • #12: November 14 |

Suggested Response Format: 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 to ensure that all of your students meet high academic standards and have meaningful transactions with a wide array of texts, both traditional and electronic. You also need to indicate explicitly how you will support students with disabilities in an inclusive setting. You may find that some prompts lend themselves to the use of graphic organizers, extended narrative responses, fiction, poetry, drama, or art work—just to name a few. Perhaps you’ll want to create your own NPR-style response or your rendition of a Nelson Lauver American Storyteller profile. Maybe you’ll want to respond on your own Facebook page and paste the link on our website for response, or maybe, you can find a way to say what needs to be said in a tweet. Clearly, we (and our students) have many rhetorical forms available to us that extend beyond the five paragraph essay, but maybe you’re a fan of that form as heuristic and want to explore its pedagogical possibilities and limitations. Use comfortable, tried and true forms of communication when you need to, and push yourself out of your comfort zone to try your hand at what for you personally are new forms of expression!

Criteria for Evaluation: Please note that this assignment is worth 20% of the final course grade. You will evaluate your entries according to the criteria below and must convince me that you have weighed the evidence to assign a valid grade. If the grade I would assign is more than one letter grade different than the grade you assign, we’ll meet so that you may present your evidence to me and convince me that you’re right. If I’m convinced, then your grade stands. If I’m not convinced, then I have an obligation to record the grade I have assigned.

1. Entries thoroughly and thoughtfully respond to the assigned prompts in a meaningful variety of multimodal forms.
2. Entries makes specific and appropriate reference to assigned readings.
3. Entries makes specific and appropriate reference to personal experience, especially in the field experience placement.
4. Entries explore specific and appropriate adaptations and accommodations for students with disabilities in an inclusive setting.
5. Entries support the development of a clear and thoughtful philosophy of English education.

Education 360: Curriculum & Instruction in English
IEP/Section 504 Learner Case Study, Action Plan, & Lesson Plan
Fall 2013 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. Handout provided 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, 2013
IEP/Section 504 Learner Case Study, Action Plan, & Lesson Plan due on October 1, 2013
Brief In-Class Presentation (5 minutes) of Case Study & Action Plan on October 1, 2013

Education 360: Curriculum & Instruction in English
English Language Learner (ELL) Case Study, Action Plan, & Lesson Plan
Fall 2013 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 an electronic "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. Handout provided 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, 2013
English Language Learner (ELL) Case Study, Action Plan, & Lesson Plan due on October 10, 2013
Brief In-Class Presentation (5 minutes) of Case Study & Action Plan on October 10, 2013

Education 360: Curriculum and Instruction in English
Unit Plan Assignment Sheet
Fall 2013

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, 2013
Final Draft Due October 29, 2013

Education 360
Curriculum and Instruction in English Language Arts
Unit Plan Reflective Critique
Assignment Sheet
Fall 2013

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, 2013

Education 360
Curriculum and Instruction in English Language Arts
Philosophy of English Education Statement
Assignment Sheet
Fall 2013

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 8:30 a.m. on Saturday, December 14th.
