Instructor: Dr. Bonnie K. Sonnek
Office: Simpkins 226
Office Phone: (309) 298-1511
Office Hours: T: 12:00 – 1:00, 4:00 – 5:00
W: 4:00 – 5:00
TH: 1:00 – 2:00
And by appointment
E-mail: bk-sonnek@wiu.edu

NOTE: As Director for our English Education Program, I will be attending meetings during the week, and some of them may conflict with my office hours. Thus, to ensure I will be available during a time you want to meet with me, check with me ahead of time. I also will be in my office more often than I have indicated above. E-mail me for a specific time if I am not in my office.

Required Texts:
edTPA: Making Good Choices: A support guide for edTPA candidates (August 2013) (GC)
Secondary English Language Arts: Assessment Handbook, September 2014 (Hndbk)

Additional Expenses:
You must join the National Council of Teachers of English (NCTE) and subscribe to one of the journals or NOTES PLUS. If you prefer, you may join a related organization (International Reading Association, for example). Be sure to pay the STUDENT RATE; it’s much cheaper. This is a course requirement. Use the NCTE web site [www.ncte.org] to obtain membership information. If you already have membership to NCTE, it must be renewed or as a minimum, continue through your student teaching experience. Points will only be granted when all requirements have been fulfilled. You may also request an e-journal, which is cheaper. **This is due to me by Wednesday, February 18, 2015** Also: As an expense for this course, you will be required to copy articles and related information.

NCTE STANDARDS

Standard V: Learners and Learning: Implementing English Language Arts Instruction Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.
Element #1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts and knowledge about students’ linguistic and cultural background.

Standard VI: Professional Knowledge Skills  **Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in ELA**

Element #1: Candidates plan and implement ELA and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.

Standard VII: Professional Knowledge and Skills  **Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in ELA professional learning communities, and actively develop as professional educators.**

Element #1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element #2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

**Course Objectives:**

This course is designed to prepare you for student teaching by helping you develop your own classroom theories and practices and master the NCTE standards as addressed above. You will continue to learn how to think as a teacher, to read as a teacher and to examine practices as a teacher. By now you should have taken all of the required English Education courses, and you will begin using theory and pedagogy acquired in those classes to synthesize what you have learned and to develop further your own teaching philosophy and practices. According to NCTE Standard V Element #1, you will plan and implement instruction based on ELA curricular requirements and standards, school and community contexts and knowledge about students’ linguistic and cultural backgrounds. Also, you will develop your own plan for the upcoming edTPA.

You will explore a variety of instructional strategies and assessments, along with accompanying technology, to appeal to different learners in the classroom. Also, you will create lessons and unit plans you can adapt to your own classroom and share with each other. A language arts teacher must create an environment that ensures varied writing and broad reading, a community of rich specific responders, and many opportunities for learning. We will discuss the current realities of teaching today and explore how different societal aspects impact your classroom, your teaching, and your pedagogical decisions.

Professional development will be a major objective for this course. You will be expected to engage in and reflect on experiences that show your understanding and readiness for leadership, collaboration, ongoing professional development and community engagement.

And finally, one of the course objectives is to have fun with your teaching and learning! You will struggle, become frustrated (that’s my guess), improve, become extremely proud of your work, and (hopefully), experience “ah-ha” moments!

**OTHER:**

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and a benefit. In other words, we will model in this course what I hope you will take with you to your own classroom.
I also hope that you will continue (or begin) to build your own libraries for your classrooms. This may include your ordering books from the book clubs available on campus, driving to The Crossing or another used bookstore, ordering books online, and/or acquiring books through other places. As I have been in many classrooms, I continually find students reading when books are made available to them, and it does not have to be an expensive endeavor for you.

**Attendance:**

This is a semester course that meets only one time per week. Attendance is required. If you miss one day, you will have missed one week. Absences affect your classmates’ work as well as your own. I reserve the right to lower your grade for lack of participation (and attendance), or lack of complete documentation as you display it in drafts, commentaries, workshops with colleagues, and your units. Two absences will cause your final letter grade to be lowered one letter grade, and three absences will lower your final letter grade one more letter grade. Thus, this may prevent you from receiving credit for this course. We also will be modeling that in the teaching profession, attendance and punctuality is extremely important.

**Special Needs:**

If you have a learning disability and/or special needs, or if you suspect you may have a learning disability, see me during the first or second week of class to make the necessary arrangements.

**Communication:**

I will respond to e-mail during the day, as I am available, usually once each day. I will not respond to e-mail after 9 p.m. You will have a list of members of the course should you need immediate assistance. As you will practice in your own teaching, you will collaborate with your colleagues, who will become invaluable resources. **Contact them for assistance before you contact me.**

**WIU student rights and responsibilities:** [http://www.wiu.edu/provost/student/](http://www.wiu.edu/provost/student/)

**Academic Integrity Policy:** WIU's academic integrity policy can be found at [http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php). Any violation of this policy will result in immediate failure of the course. Should I detect plagiarism, you will be turned in to the committee on campus, and it will be recorded in your professional file.

**Reading:** The reading for this course is intense, but this is necessary to provide the knowledge you will need to be an effective teacher. Points will be taken off for failure to finish the reading. **HINT:** Since this is a one-day class per week, pace your reading, so you read from 10-20 pages per day, and you will do fine. I will give quizzes as necessary to ensure you have read the required material.

**Weekly Responses:** For most of the reading, you will be expected to submit a typed response to the week’s reading, I expect most to be 3 typed, double-spaced pages, 12-point font. Each response must include a title, identifying the text and your focus. Some responses will be on the text, and some will be from professional journals. For professional journals, I expect citations as to the source you used. You are **analyzing and synthesizing the text**, showing ideas that you may or may not use and critiquing the author’s ideas. These are not summaries of what you have read, but I expect you to consider ideas introduced in the texts and explore their ramifications. While some personal information is occasionally appropriate and productive, attempt to engage intellectually. A response is due at the beginning of class; after that it is late, and your grade for that paper will be lowered one grade. Grammar, punctuation, and other mechanics will be assessed and part of the grade for all assignments.

**Course Requirements:** For each of these assignments, detailed handouts will be given to you.

- NCTE national membership and one journal, professional development 25
- Ten-day lesson plan on an issue of social justice 250
- Videotaping 15 minutes of lesson plan presentation and analysis of teaching 100
- Two outside class activities (education-related with handout) 50
- Oral and written responses to research articles for EdTPA 150
- Oral and written responses to texts/short assignments/quizzes 100
- Final exam 100

...
I will calculate final grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
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“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of ‘C’ or better in a directed general education courses, all core courses, and all courses in the option. Note a ‘C-‘ is below a ‘C’.”

TPEP Vision Statement: “Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

Assignment Descriptions

NCTE Membership: You must show a record of your membership by **Wednesday, February 18, 2015**. Attention to major concepts, assumptions and debates will help students in the classroom.

Ten-day Lesson Plan on Social Justice Issue: After searching resources for issues of social justice and sharing them with the class and in small groups, you will brainstorm and “back plan” a conceptual unit for 10 days. Your unit may be for more than 10 days, but you will choose 10 days to highlight. Each lesson will use technology, have specific goals, tasks and outcomes and address task or skills assessment. You will practice integrating reading, writing, and oral communication to engage students in content learning. You will design, adjust and modify instruction to meet student needs and the EdTPA Portfolio.

Videotaping 15 minutes of lesson plan presentation and analysis of teaching: One of your peers will record your presentation of one-half hour of teaching to your students. You and your peers evaluate your videotaped lesson. In small groups you will learn to work with other teachers to design, adjust and modify instruction to meet student needs. You will evaluate your teaching as per the EdTPA.

Two outside class activities (education-related for professional development): To emphasize the importance of professional development and how this helps you be better learners, you will be expected to attend two outside class activities that may include readings, education-related speakers, plays, school board meetings or any event that is education related.

Oral and written responses to texts/short assignments/quizzes: As you read Smagorinsky and and articles you use from Western Online and ones you identify, you will be responsible for analyzing ideas, critiquing the text, and synthesizing the text. Other short assignments include research for your lesson plans, assignments that address major concepts, assumptions, debates and principles, processes of inquiry central to the disciplines, and quizzes over material read and analyzed.

Weekly Reading and Writing Assignments:

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>WEEK ONE</td>
<td>Truths and Biases in Education, Lesson Preparation and Planning</td>
<td>NCTE membership must be shown to me by February 18, 2015.</td>
<td>NCTE membership must be shown to me by February 18, 2015.</td>
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<tr>
<td>Wednesday, 1/21/2015</td>
<td>The importance of a teaching vocabulary Common Core, NCTE, IPTS, and EdTPA</td>
<td>NCTE membership must be shown to me by February 18, 2015.</td>
<td>NCTE membership must be shown to me by February 18, 2015.</td>
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<td>WEEK TWO</td>
<td>Transforming Ideas into Teachable Lesson Plans</td>
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<tr>
<td>Wednesday, 1/28/2015</td>
<td>Discussion of edTPA</td>
<td>Find 3 articles that refer to social justice issues. You may choose to write about one of these</td>
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<thead>
<tr>
<th>WEEK THREE</th>
<th>Lesson Planning</th>
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<tr>
<td>Wednesday, 2/4/2015</td>
<td>Discuss readings and writings. Developing a teaching &quot;self&quot; and effective tools to use for student engagement and literacy learning</td>
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<tr>
<th>WEEK FOUR</th>
<th>Lesson Planning</th>
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<tbody>
<tr>
<td>Wednesday, 2/11/2015</td>
<td>Foundations of teaching. What is the central focus and why is this important? Refer to EdTPA and lesson planning</td>
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<tr>
<th>WEEK FIVE</th>
<th>Teaching</th>
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<tbody>
<tr>
<td>Wednesday, 2/18/2015</td>
<td>Discussion Ch 5-7 Review. Review article reviews</td>
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<tr>
<th>WEEK SIX</th>
<th>Preparing a Lesson Plan</th>
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<tr>
<td>Wednesday, 2/25/2015</td>
<td>Review articles and discuss 3. Analyze lesson plan components.</td>
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<tr>
<th>WEEK SEVEN</th>
<th>Lesson Plans Cont.</th>
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<tr>
<td>WEEK EIGHT</td>
<td>Assessment and Grading Integration</td>
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<tr>
<td>Wednesday, 3/11/2015</td>
<td>Discuss how to integrate grading and assessment into lesson plan</td>
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<tr>
<td>Spring Break 3/16 – 3/20</td>
<td>Be safe; be kind; rest; and have fun!</td>
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<tr>
<td>WEEK NINE</td>
<td>Developing an Integrated Unit</td>
</tr>
<tr>
<td>Wednesday, 3/25/2015</td>
<td>Discuss conceptual units, central focus, and the basics of unit design (Handouts)</td>
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<td>WEEK TEN</td>
<td>Conceptual Unit and Unit Design</td>
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<tr>
<td>Wednesday, 4/1/2015</td>
<td>Reflect on lesson plans Discuss articles and social justice issues</td>
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### WEEK ELEVEN
**Developing an Integrated Unit**

**Wednesday, 4/8/2015**
- Central focus of social justice lesson plan
- Use edTPA planning and requirements
- Compare current lesson to edTPA
- Write a one-page draft rationale for your unit. 1-page response on social justice issue from professional journal.

### WEEK TWELVE
**Developing an Integrated Unit (cont.)**

**Wednesday, 4/15/2015**
- Finish discussions on Smag. Review unit plan components
- Complete assessment sheet for unit plan
- Unit plan reviews. Work on plans. Bring all materials to class.

### WEEK THIRTEEN
**EdTPA Portfolios**

**Wednesday, 4/22/2015**
- edTPA review Task 2.
- Draft of plan due
- In-class work on EdTPA

### WEEK FOURTEEN
**EdTPA Portfolios**

**Wednesday, 4/29/2015**
- Videotaping of first presentations
- FINAL LESSON PLAN DUE TODAY

### WEEK FIFTEEN
**EdTPA Portfolios**

**Wednesday, 5/6/15**
- Analysis and feedback from peers.
- Return lesson plans and review edTPA for student teaching

### FINAL EXAM WEEK
- To be announced
- **FINAL EXAM WEDNESDAY, May 13, 6 P.M.**

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**Notes for student teaching:**
Dispositions ISBE requires of teachers applying for certification. NOTE: I am required to evaluate you on each of these by the end of the semester.

- Collaboration
- Honesty & Integrity
- Respect
- Commitment to Learning
- Emotional Maturity
- Responsibility
- Fairness
- Belief that all Students can Learn

I expect behavior & speech that embodies these dispositions. To see the behavior and speech that demonstrates the dispositions, go to [http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf](http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)

TPEP Mission Statement: “The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.”

Farewell, stay well, keep in touch, and BE SAFE. BKS