

EDUC 439: METHODS OF TEACHING ENGLISH

Spring 2017

T/Th 3:30 to 4:45 p.m.

Simpkins 020 and Macomb Junior High School

Website: WIUEnglishEd.wordpress.com

Dr. Rebekah Buchanan

Office: Simpkins 226

Office Hours: Monday 1:00 pm. to 3:00 p.m., Wednesday 2:00 p.m. to 3:00 p.m., Thursday 2:00 p.m. to 3:00 p.m. and by appointment

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Course Description

This course is a culmination of what you have learned throughout your teacher education preparation. It is designed to prepare you for student teaching and classroom practice. It is an upper-division course, with an intense focus on professionalism, unit design, integration of technology in the classroom, and the use of Common Core State Standards. We will examine current theories around teaching English Language Arts in secondary schools, best practices in teaching, and designing hands-on student-centered classrooms. We will also focus on preparing for the completion of the edTPA and other professional obligations.

Course Objectives

1. Plan and design a thematic unit around a core novel.
2. Participate in on-line professional development.
3. Create websites for teaching thematic units
4. Complete edTPA projects.
5. Co-teach classroom units.

Required Texts

Burke, Jim. (2013). *The Common Core Companion: The Standards Decoded, Grades 9-12*. Corwin: Thousand Oaks, CA. (ISBN: 978-1-4522-7658-8)

Hicks, Troy. (2013). *Crafting Digital Writing: Composing Texts Across Media and Genres*. Heinemann: Portsmouth, NH. (ISBN: 978-0-325-04696-9)

Smagorinsky, Peter. (2008). *Teaching English by Design: How to Create and Carry Out Instructional Units*. Heinemann: Portsmouth, NH. (ISBN: 978-0-325-00980-3).

SCALE. edTPA Handbook.

Additional Requirements

Many students have requested more experience working with students and the chance to discuss and reflect on that experience in English Education courses. Because of this request, I have set up for our class to take place at Macomb Junior High School one day a week. During our scheduled class period, instead of meeting on campus, we will meet at the junior high and assist with Homework Club and the School Newspaper. We will have a chance to work with students, create short lessons and assignments for them, and get more experience assisting students with writing. Attendance at the junior high is NOT OPTIONAL. It is a component of the class and lack of attendance at the junior high will count as an absent and could result in failure of the course. (Plus, it will be fun.)

Rules and Expectations

Attendance

Attendance at all classes is mandatory. Missed classes cannot be made up. I do not differentiate between “excused” and “unexcused” absences. **If you are not in class, you are absent.** Students with perfect attendance will raise their grade by a half letter (so a B will become a B+). You will receive two (2) absences before points are deducted from your grade. Each absence after 2 will receive a 5% reduction in your grade.

I would appreciate if you cannot attend class you email me ahead of time or as quickly as possible with an explanation. **You are then responsible for contacting a classmate to determine what you have missed.** Your absence will not allow your late work to be marked as “on time.”

Tardies

If you arrive more than 10 minutes late or leave more than 10 minutes early you will be marked absent. Three (3) tardies will be counted as one absence; after the third tardy, each two tardies will count as an absence. Tardies will count toward perfect attendance extra credit. You cannot receive extra credit points if you are tardy.

Coming Prepared

If you do not bring the required books to class you will be asked to leave. Class discussion is a major component to this course and materials and texts are needed in order to participate in discussion. If it is evident that you have not read the texts/readings for the class, you may be asked to leave. It is not fair to fellow classmates if you are not prepared to discuss texts and assignments.

Communication, Emails, and Phone Calls

This course has a Wordpress site where course changes, and other communication will take place. Please check it regularly to make sure that you are up to date on any changes.

I will also be using the app Remind to send out any course changes, class cancelations, reminders and other course-related information. You can sign up for texts from Remind a number of ways. You can enter the phone number 740-630-9489 and send the message @eng499, you can also download the app: rmd.me/a. Don't have a smartphone? Just go to www.remind.com to sign in and get messages through email. Please note, you cannot respond to these texts. Signing up is optional, but if you use your phone a lot, it will probably be helpful.

When emailing please be sure to include a subject line in your email (this could be the course name or something that alerts me to the nature of the email). Also, include your name and course information in the email. I will return emails sent Sunday afternoon through Friday morning within 24 hours. I may return emails sent on the weekend within 24 hours, but do not expect your email sent Friday or Saturday night to be answered before Monday morning.

If you call me, please state your name and number clearly so that I can return your call.

Deadlines

Deadlines are firm. All assignments are due on time. Late assignments will be downgraded at the rate of one grade per day.

Assignments are due at the beginning of class. You must turn in a hard copy of all papers. I will not accept papers via email. DO NOT come to class expecting to be able to print your paper. Print your paper ahead of time.

Assignments

Students are expected to review the entire syllabus and become familiar with the course schedule, with weekly assignments, and with deadlines for papers and projects. Ignorance is not an excuse. If an assignment is not clear to you, e-mail me or bring it up in class.

Community

Students often report that they learn a lot from each other. Because the content of this class is not fixed but evolving and because students often bring new perspectives and experiences that enrich the content, students are expected to behave as members of a collaborative learning community, listening to and learning from each other as well as from me.

Student Initiative and Participation

Learning requires that the student meet the instructor half way. This course is designed to make the material as interesting as possible and to engage students in hands-on activities to promote active learning and student engagement. However, successful engagement requires students to approach the material and assignments with a positive attitude, an open mind and a desire to learn. I welcome your feedback and will be happy to hear any suggestions you have for improving the course. If you only want to do the minimum work necessary to get by, however, and are not interested in getting the most you can out of it, this course is probably not for you.

Personal Responsibility

This is a college class, and students are responsible for doing the work as assigned and striving to meet the content goals and reach the learning outcomes specified in the syllabus. You will have an opportunity to demonstrate what you have learned through your assignments and papers. If at any point you are unclear about the goals or expectations in this course, you should let me know. If you do not speak up, I will assume that you understand.

Writing Center

The Writing Center is available to help you at any stage in your writing process. Please feel free to talk with a tutor about larger issues such as organization and clarity or getting help with grammatical problems or other surface level concerns. The University Writing Center is located in Simpkins Hall 341. Call 298-2815 for an appointment.

Students With Disabilities

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Cell Phones

Please turn off all cell phones while you are in class. If you cannot go the class period without texting then you must leave class and take an absence for the period. There is no reason you would need to text during

class that cannot wait until the class period is over. (Exceptions will be made if we use cell phones during class assignments☺)

WIU Student Rights and Responsibilities

WIU Student Rights and Responsibilities are outlined on the web at <http://www.wiu.edu/provost/students>. You should be familiar with both your rights and responsibilities.

Academic Integrity Policy

Please be aware of WIU's academic integrity policy found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

Course Requirements and Grades

Grading

You should look at the evaluation criteria before you complete an assignment to understand what I am expecting from you. You can also review the criteria after you receive your grade if you are unsure why you received the grade you did.

Assignments

One Pagers	5% (50 points)
Screencasts (3 @ 50 points each)	15% (150 points)
Junior High Reflections	15% (150 points)
Unit Website	25% (250 points)
edTPA	25% (250 points)
Final Portfolio	15% (150 points)
Total Points:	100%(1000 points)

I will calculate final grades as follows:

A: 93-100% (930-1000)	B : 83-86% (830-869)	C : 73-76% (730-769)	D: 63-66% (630-669)
A-: 90-92% (900-929)	B- : 80-82% (800-829)	C- : 70-72% (700-729)	
B+: 87-89% (870-899)	C+ :77-79% (770-799)	D+: 67-69% (670-699)	

Please note that, "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 all directed general education courses, all core courses, and all courses in the option. Note: A "C-" is below a "C".

Projects and Assignments

- 1. One Pagers:** For each assigned reading, you will complete a one-page, single-spaced response and critique of the reading. The one-pagers are due at the beginning of each class. You will be responsible for seven one-pagers during the semester. Grades on the lowest two will not be counted. One pagers cannot be turned in late and cannot be turned in if you are absent.
- 2. Junior High Reflections:** Throughout the semester, our class will meet at Macomb Junior High and work with junior high school students on their writing. You will be asked to write three

reflections on your experience with the junior high students during the semester. Reflections will be 3-4 pages in length and they will cover topics that are addressed during your experiences.

3. **edTPA:** Using your Block Teaching Experience, you will complete an edTPA. We will complete the edTPA in sections, giving you the chance to make changes and revisions for the final draft. For the edTPA you must video yourself teaching, so make sure you get an okay for this early in the semester.
4. **Novel Unit Websites:** You will each design a website around one of the course core novels assigned for summer reading. Your websites will be a unit that you create based on a theme you find in the novel. Among other elements to the website, you will include background on the novel and author, other texts that will be used in the unit, vocabulary, assignments, discussion questions, passage readings, book talks, book trailers, and incorporation into a larger class.
5. **Screencasts:** You will create three screencasts, which you can use in your teaching experiences. Screencasts will be short videos you record to teach students how to do something. For example, you could teach them how to complete a book blog, blog etiquette, how to complete an assignment, or any number of things. We will view and evaluate a number of screencasts and then you will create your own.
6. **Final Portfolio:** Your course final will consist of a portfolio that will consist of a teaching philosophy, a list of influential texts, and an analysis of specific assignments and approaches to teaching issues of social justice in the K-12 classroom. We will discuss this final portfolio at the beginning of the semester in order to give you the opportunity to work on it throughout your final semester at WIU.

Course Outline

This is a tentative course outline and is subject to change with the needs of the class.

Date	Topic	Reading	Assignment
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Week One			
Tuesday January 17	Course Introduction Final Portfolio		
Thursday January 19	Unit Design Junior High	Part I: Teaching with Students in Mind (Smag)	One Pager Due
Week Two			
Tuesday January 24	Class at Macomb Junior High		
Thursday January 26	Conceptual Units Screencasts	Part II: Teaching Writing Within a Unit Design (Smag)	One Pager Due
Week Three			
Tuesday January 31	Class at Macomb Junior High		
Thursday February 2		Part III: Designing the Conceptual Unit (Smag)	One Pager Due
Week Four			
Tuesday February 7	Class at Macomb Junior High		
Thursday February 9	edTPA Choosing a Lesson	edTPA Task 1: Planning	Screencasts Due
Week Five			
Tuesday February 14	Class at Macomb Junior High		
Thursday February 16	Teaching and edTPA Choosing Clips	edTPA Task 2: Instruction	Junior High Reflection #1 Due
Week Six			
Tuesday February 21	Class at Macomb Junior High		
Thursday February 23	Choosing Assessment for edTPA	edTPA Task 3: Assessment	edTPA Part I Due (draft)
Week Seven			
Tuesday February 28	Class at Macomb Junior High		
Thursday March 2		Common Core: Intro Information and Part 1: Reading (Burke) Common Core: Part 2: Writing (Burke)	edTPA Part II Due (draft)
Week Eight			
Tuesday March 7	Class at Macomb Junior High		
Thursday March 9		Common Core: Part 3: Speaking and Listening (Burke)	edTPA Part III Due (draft)
MARCH 13-17 SPRING BREAK: NO CLASS (STAY SAFE)			
Week Nine			
Tuesday March 21	Class at Macomb Junior High		
Thursday March 23	Websites and Designing Units	Hicks Ch. 1&2	One Pager Due edTPA Due

Week Ten			
Tuesday March 28	Class at Macomb Junior High		
Thursday March 30		Ch. 3 & 4 (Hicks)	One Pager Due Junior High Reflection #2 Due
Week Eleven			
Tuesday April 4	Class at Macomb Junior High		
Thursday April 6	Web Texts and Presentations	Ch. 5 & 6 (Hicks)	One Pager Due
Week Twelve			
Tuesday April 11	Class at Macomb Junior High		
Thursday April 13	No Class: Work on Course Website		
Week Thirteen			
Tuesday April 18	Class at Macomb Junior High		
Thursday April 20	Social Media and Mentoring	Ch. 7 & 8 (Hicks)	One Pager Due
No Class: Thanksgiving Break November 23-27: Be Safe. Have Fun.			
Week Fourteen			
Tuesday April 25	Class at Macomb Junior High		
Thursday April 27	Website Draft Feedback and Discussion		Website Drafts Due
Week Fifteen			
Tuesday May 2	Class at Macomb Junior High		
Thursday May 4	Professionalization		Final Junior High Reflection Due
Final Thursday May 12 at 3:00 p.m. Website Presentation and Final Portfolio Due			