

English 471(G) Language Diversity and Grammar for Teachers
Spring Semester 2017, Simpkins 20, STARS 29475
TH 12:30 – 1:45 p.m.
Course Policies and Procedures
Dr. Bonnie Sonnek, English Education Program

COURSE SYLLABUS AND POLICIES

Instructor: Dr. Bonnie K. Sonnek
Office: Simpkins 226B
Office Phone: (309) 298-1511
Office Hours: T: 11:00 – 12:00
W: 10:00 - 2:00
TH: 11:00 – 12:00
And by appointment
E-mail: bk-sonnek@wiu.edu

Required Texts:

- Adger, C.T., Wolfram, W. & Christian, D. (2007). *Dialects in schools and communities*, (2nd Ed.). New York: Routledge. (DSC)
- Benjamin, A., Oliva, T. (2007). *Engaging grammar: Practical advice for real classrooms*. Urbana, IL: National Council of Teachers of English. (EG)
- Bernabei, G. (2015). *Grammar keepers: Lessons that tackle students' most persistent problems once and for all, Grades 4 -12*. Thousand Oaks, CA: Corwin. (GK)

NCTE STANDARDS

Standard III Content Pedagogy: Planning Literature and Reading Instruction in ELA. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students

Element #5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. for all students

Standard IV Content Pedagogy: Planning Writing and Composition Instruction in ELA.

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 #4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

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 #2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

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 learn how to design instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. By now you should have taken some 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 about language. According to NCTE Standard IV Element #4, you will design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. We will discuss the current realities of teaching today and explore how different societal aspects impact your classroom, your teaching, and your pedagogical decisions. **EdTPA:** To prepare you for the EdTPA that you will be completing during your student teaching, you will be researching, planning, and producing a lesson plan that meets the objectives of the EdTPA. This lesson will address language issues covered in the portfolio, and my hope for you is to feel confident about the student teaching assessment.

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 two times per week. Attendance is required, as is the case in teaching full time. If you miss two days, 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. You will have one free absence, but two, three and four absences will cause your final letter grade to be lowered one letter. We also will be modeling that in the teaching profession, attendance and punctuality is extremely important. **If you must be absent, talk to me.**

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 class 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/>

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

Reading: The reading and writing 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 an intensive course, pace yourself. I will give quizzes as necessary to ensure you have read (and understand) the required material.

Weekly Responses: For most of the reading, you will be expected to submit a related assignment, whether it be written, visual, or audio. I expect all assigned papers to be 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

Late Submissions: 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.** I will accept late submissions within 48 hours of the class it was due. If I do not receive an assignment within 48 hours of its being due, it has a 0 in the grade book. Grammar, punctuation, and other mechanics will be assessed and part of the grade for all assignments. Submissions with excessive errors of usage, spelling, mechanics, etc. get zero points in the beginning. **I do not read them if the first page is unacceptable.** It is perfectly acceptable to have someone read your final copy to help edit for these errors. If you tend to have trouble editing your own writing, use the Writing Center. Turn in these papers after you have revised them.

Course Requirements: For each of these assignments, detailed handouts (with rubrics) will be given to you.

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| Two-to-three page analysis of Chapter 1 of DSC. Presentations by each student | 1/19/2017 | 50 |
| Exam on Chapters 3-4 DSC Language Standards and Social Interaction | 1/24/2017 | 100 |
| Research Analysis 5-7-page (Dialects in Schools and Communities) – choose 3 issues | | 150 |
| Choosing topic, theory, and ideas for 3-5 day unit plan | | 100 |
| Lesson plan preparation and collaboration | | 50 |
| Final lesson plan assessed using Rubrics 1-5 | | 200 |
| Two outside class activities (education-related for professional development) | | 100 |
| Oral and written responses to research articles for language unit | | 150 |
| Oral and written responses to texts/short assignments/quizzes | | 100 |
| TBA | | 200 |
| Total | | 1,000 |

I will calculate final grades as follows:

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| A 93-100% | B 83-86% | C 73-76% | D 63-66% |
| A- 90-92% | B- 80-82% | C- 70-72% | D- 60-62% |
| B+ 87-89% | C+ 77-79% | D+ 67-69% | F 59-0% |

“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.”

Weekly Reading and Writing Assignments:

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| Tuesday, Jan. 17, 2017 (Week One) | Syllabus, review of course, writing rules and policies, rubric for writing, Prepare for discussion (with paper) on Thursday. |
| Thursday, Jan. 19, 2017 | DSC Ch 1. Write a 2-3 pager addressing 3 major points in chapter. Discussion leaders. |
| Tuesday, Jan. 24, 2017 (Week Two) | DSC Ch 2. 1-pager on the chapter. Discussion. |

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| Thursday, Jan. 26, 2017 | DSC Ch. 3. Discussion. Turn in 1-pager on chapter. Prepare for exam on Chapters 1 and 3, Language Variation and Social Variation: Topics on test, language variation, dialect, negative references, sources of dialect differences, deficit vs. difference, making meaning, cultural styles in the classroom |
| Tuesday, Jan. 31, 2017 (Week Three) | Exam on Ch 1 and 3. (see above). Read Ch 4. Take notes for Thursday |
| Thursday, Feb. 2, 2017 | DSC Ch. 5-6. Discussion. Work on essay, research and draft (handout) |
| Tuesday, Feb. 7, 2017 (Week Four) | Read Chapter 7. Work on essays; discuss topics, research, and rough draft ideas. |
| Thursday, Feb. 9, 2017 | Work on drafts in class. |
| Tuesday, Feb. 14, 2017 (Week Five) | Conferences on rough drafts. 12:30–1 _____ 1–1:30 _____ 1:30-2 _____ Other: _____ |
| Thursday, Feb.16, 2017 | Essay #1 due DSC finish text. |
| Tuesday, Feb. 21, 2017 (Week Six) | EG read pp. vii – 28 Foreword, User’s Guide, Lesson Blueprint, (Ch 1 and 2). 2-3 page-analysis. Two students lead discussion. |
| Thursday, February 23, 2017 | Read Ch 3, pp 38 – 60 (EG). Two students lead discussion |
| Tuesday, Feb. 28, 2017 (Week Seven) | EG Ch. 4 and 5, pp. 61 - 90 (Essay handout – “Why Grammar, Anyway?) Brainstorm topic. Introduce ideas for essay. |
| Thursday, March 2, 2017 | Read Ch.6 (EG) pp. 91 – 119. Discussion. Work on essay. |
| Tuesday, March 7, 2017 (Week Eight) | Discussion of Essay #2. Ch 7 and 8. 2-3 page analysis. On Thursday, bring sources and 1-2 page draft of essay #2 |
| Thursday, March 9, 2017 | Peer editing of draft writing assignment. |
| March 13 – 17 | Spring Break (Be safe, kind, and enjoy the break!) |
| Tuesday, March 21, 2017 (Week Nine) | Final Essay #2 due. Examine text <i>Grammar Keepers</i> . (see handout) |
| Thursday, March 23, 2017 | Class is cancelled. Work on lesson plan and Grammar Keepers handout. |
| Tuesday, March 28, 2017 (Week 10) | Lesson plan preparation (handout) for EdTPA 3-day unit |

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| Thursday March 30, 2017 | Lesson plan preparation (topic, resources, rationale, rubric) |
| Tuesday, April 4, 2017 (Week 11) | Lesson plan preparation (materials needed, central focus) |
| Thursday, April 6, 2017 | Lesson plan preparation (read EdTPA materials). Final questions. |
| Tuesday, April 11, 2017 (Week 12) | LESSON PLAN DUE (Reflection on unit plan and summary) |
| Thursday, April 13, 2017 | Final presentations (handout) |
| Tuesday, April 18, 2017 (Week 13) | Final presentations (handout) Final reviews on EdTPA plan |
| Thursday, April 20, 2017 | Catch up |
| Tuesday, April 25, 2017 (Week 14) | Handout: "From Unity to Diversity" 2-3-page analysis |
| Thursday, April 27, 2017 | Work on English Education Portfolio – Reflection |
| Tuesday, May 2, 2017 (Week 15) | Final Portfolio |
| Thursday, May 4, 2017 | Review for Final Exam |

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| Final Exam Week May 8 – 12 Graduation May 13 | Final Exam: Tuesday, May 9 at 1 p.m. |
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Dispositions ISBE requires of teachers applying for certification. NOTE: You will be evaluated on each of these as you proceed through the program.

Collaboration
Emotional Maturity

Honesty & Integrity
Responsibility

Respect
Fairness

Commitment to Learning
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>

Have a relaxing summer, read, watch the flowers(and bugs!), enjoy friends, and good luck on your student teaching in the fall. Contact me any time. Dr. Sonnek