

Fall 2015

EDCI 4221

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<p style="text-align: center;">EDCI 4221 Studies in the Teaching of Secondary School English Fall 2015</p>
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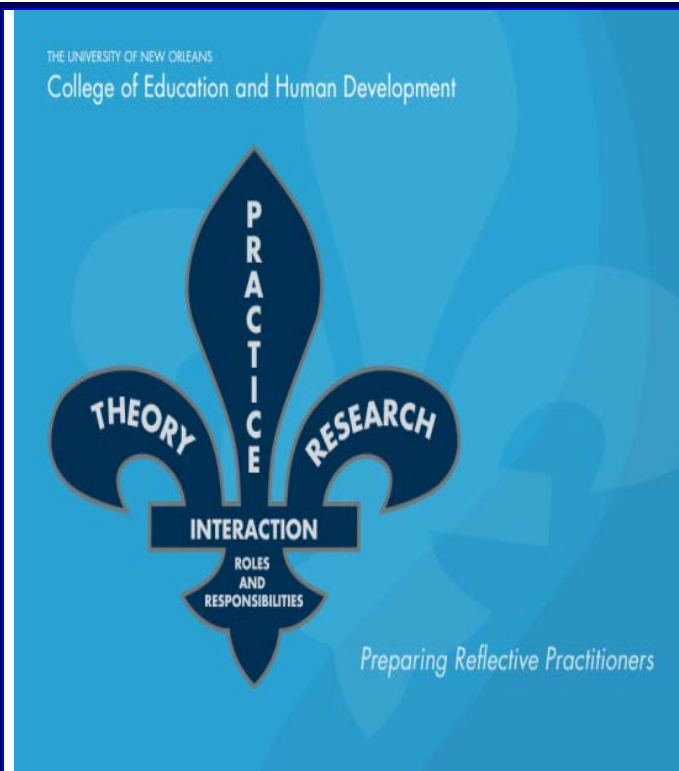
Course Description and Overview

This course is meant to amplify and expand upon the pedagogical preparation begun in 5220. We will continue to discuss the theory and practice of teaching secondary English, with particular emphasis on reading and writing workshop. This course is designed to assist you in developing instructional strategies that have been linked to successful classroom practice. Through practice with reading and writing workshop, teachers become more comfortable and familiar with writing in public, a chance to practice among peers before manifesting these skills with students.

The class, and especially the areas of research, will evolve through classroom dialogue and reflection. All that to say, Dr. Austin, Dr. Farizo and I are working to develop a set of classes that will work to help you grow into the kind of English teacher you would like to be. As a result, many things on this syllabus will change during the semester. What I say in class overrides whatever is written.

UNO College of Education Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



The ultimate goal of our program is embedded in the Conceptual Framework: To prepare reflective practitioners. The College of Education coursework engages students with content and field experiences to promote development of these roles and responsibilities. Notice how the College of Education Conceptual Framework aligns with Louisiana Teaching Standards:

UNO College of Education Roles and Responsibilities of Teachers	Louisiana Teacher Evaluation Standards (COMPASS)
<ol style="list-style-type: none"> Effective teachers <i>manage classroom contexts and environments</i>. <ul style="list-style-type: none"> They establish a culture for learning. They create an environment of respect and rapport. They manage students' behavior. They organize classroom space. They keep accurate records of students' progress. Effective teachers <i>design curriculum and instruction</i>. <ul style="list-style-type: none"> They understand and use curriculum and instruction. They communicate effectively. They know content and pedagogy. They set instructional outcomes. They design coherent instruction. They design student assessments. They incorporate knowledge of diversity in the classroom. Effective teachers <i>deliver instruction and assess learning</i>. <ul style="list-style-type: none"> They engage students in active learning. 	<ol style="list-style-type: none"> <i>Planning and Preparation</i> <ol style="list-style-type: none"> Demonstrating Knowledge of Content & Pedagogy Demonstrating Knowledge of Students Setting Instructional Outcomes Demonstrating Knowledge of Resources Designing Coherent Instruction Designing Student Assessments <i>Classroom Environment</i> <ol style="list-style-type: none"> Creating an Environment of Respect and Rapport Establishing a Culture for Learning Managing Classroom Procedures Managing Student Behavior Organizing Physical Space <i>Instruction</i> <ol style="list-style-type: none"> Communicating With Students Using Questioning and Discussion Techniques Engaging Students in Learning Using Assessment in Instruction Demonstrating Flexibility and Responsiveness <i>Professional Responsibilities</i> <ol style="list-style-type: none"> Reflecting on Teaching Maintaining Accurate Records Communicating with Families Participating in a Professional Community Growing and Developing Professionally

- They integrate disciplines into instruction.
- They use assessment in instruction.
- They embed diversity in decision-making.
- They interact effectively with students.
- They demonstrate flexibility and responsiveness.
- They integrate technology and other resources.

4. Effective teachers ***participate in professional responsibilities.***

- They advocate for children, in terms of services and supports.
- They collaborate to improve professional practice.
- They reflect on teaching and learning.
- They demonstrate knowledge of resources in the school and community.

4f Showing Professionalism

Objectives

Through our work this semester, teacher candidates will:

1. Deliver instruction that is driven by student learning outcomes and incorporates a variety of formal and informal assessments, which are clearly and strategically aligned to the goals of the unit. (Unit Plan Assessment; LA Components IA, IIIA, IIID)
2. Deliver instruction that includes all aspects of the English language arts, demonstrating how reading, writing, speaking, listening, viewing, and thinking are interrelated. (Unit Plan Assessment; LA Components IA, IIIA)
3. Deliver instruction that engages students in a wide variety of strategies for consuming and producing a diverse set of texts, including digital, nonprint, and other texts written by and produced for a diverse set of authors/readers/viewers. (Unit Plan Assessment; LA Components IA,

IIIA, IIIB)

4. Deliver instruction that incorporates a variety of activities and strategies that present varied structures and techniques for student interaction. (Unit Plan Assessment; LA Components IA, IIIA, IIIC)
5. Design a unit of instruction that is focused on the composition process and producing texts. (Composition Unit Assessment; LA Component IA)
6. Demonstrate the ability to implement a variety of strategies for having students create and respond to an extensive range of texts in multiple modes and forms for a variety of purposes and audiences (Composition Unit Assessment; LA Components IA, IIIB)
7. Describe and analyze various forms of new media and literacy practices related to new media, as well as their implications for classroom instruction in ELA. (Research Briefs Assessment; LA Component IVB)
8. Describe and analyze current research studies in the field of ELA. (Research Briefs Assessment; LA Component IVB)
9. Synthesize the findings of research studies within a particular focus area and make recommendations for classroom practice. (Research Briefs Assessment; LA Component IVB)

Texts

Required

1. Ward, Jessmyn. *Salvage the Bones*.
2. Abrams, MH. *Glossary of Literary Terms*, Seventh Edition.
3. Nelson, Ashley- *The Combination*.
4. Black and White, three part composition book. (Only book required for next week.)
5. Print-outs from internet. If there is a reading assigned- it should be printed out and responded to on paper. I will be collecting one or two of these as a participation grade.
6. One copy of the book you make on Blurb.com must be purchased by each student.
7. TWS readings downloaded
8. Your Smagorinsky book from last semester- *Teaching English by Design* (we will be using his model of unit construction for our own units).

Requirements and Evaluation

Below is a list of the activities and assessments that you will complete this semester and that will serve as the basis for your grade. Detailed descriptions, requirements, and criteria for the evaluation of individual assignments are detailed at the end of the syllabus.

Active Participation	100 (includes participation and smaller assignments)
Product of Writing Workshop	100 (published at Blurb.com)
Content Knowledge Portfolio	100 (at beginning of semester, will be updated after semester for completion of program)
Round up of a literary era	100 (based on self-diagnosed weaknesses in your education)
TWS/ Or Unit plan	100 (TWS if you are student teaching or interning, Collaborative Unit Plan if not)
Field Experience Report	100
Total	600

Grading

A 90-100

B 80-90

C 70-80

D 60-70

other important information

Accommodations: If you qualify for services, you will receive the academic modifications for which you are legally entitled. Students are responsible for registering with the Office of Disability Services each semester and following their procedures for obtaining assistance. The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

Academic Integrity: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm.

NOTE: Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (the e-portfolio system). This requirement must be completed to earn any credit aligned with field experience assignments. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live text and record all field experience information via the electronic form provided for that purpose.

EDCI 4221
Studies in the Teaching of Secondary School English
 Fall 2015
 Tentative Schedule

	Topics & Activities	Readings	Due
August 19	<ul style="list-style-type: none"> Overview of objectives and assessments Introductions Purchase Textbooks 		Purchase Textbooks Tonight
August 26	<ul style="list-style-type: none"> Writing Workshop Talking about books (introductions) 	Writing Workshop Explanations	

Sept. 2	<ul style="list-style-type: none"> • Writing Workshop • Plot • New Literacy Studies 	<i>Breunlin, Himelstein, and Nelson</i>	Content Knowledge Portfolio
Sept. 9	<ul style="list-style-type: none"> • Writing Workshop • Sentences • Research Briefs 	<i>Between Piety and Desire</i>	
Sept. 16	<ul style="list-style-type: none"> • Writing Workshop • 	Readings	
Sept. 23	<ul style="list-style-type: none"> • Writing workshop- imputing to Blurb.com • 	Novel as chosen in class	Research Presentation /Literary Roundup Part One
Sept. 30	<ul style="list-style-type: none"> • Literary Round-up 	Readings	
Oct. 7	<ul style="list-style-type: none"> • 		
Oct. 14	<ul style="list-style-type: none"> • Poetry introductions • Reading Workshop 	Wilhelm	Blueprint for Unit or TWS (present to class)
Oct. 21	<ul style="list-style-type: none"> • Reading Workshop • Theme 	Readings	
October 28	<ul style="list-style-type: none"> • Reading workshop • Theater introductions 	Readings	
Nov. 4	<ul style="list-style-type: none"> • Reading workshop • Motivating the unmotivated 	Readings	
Nov.11	<ul style="list-style-type: none"> • Reading workshop • Celebration of Blurb publishing 		Research Presentation/ Literary Roundup Part Two
Nov. 18	<ul style="list-style-type: none"> • THANKSGIVING 		

Nov. 25	<ul style="list-style-type: none">• Presentation of units designed and TWS if applicable• Literary Round-up		Final version of TWS due
Dec. 2			Last Day Rewrites will be accepted. (Or work of any kind.)

Assessment and Evaluation Fall 2015

Active Participation (100 points)

Attendance is required and expected. We will engage in discussions and activities based on the readings, and I expect you to be actively engaged. This is a participation intensive course that only meets once a week. Please be on time and attend every class session. I expect the same level of professionalism from you as students as your principal would expect from you as teachers. Your participation as a student in the course will be evaluated according to the rubric that follows. Each week you will receive a score out of 10 (your rubric score times 2). The total points possible for your participation grade is 100. This total includes 10 points x 16 weeks of class, averaged to a total of 100 points.

I understand that emergency situations may arise during the semester. If this is the case and you must miss class, please contact me (ahimelst@uno.edu) and arrange the to make up the work. For the absence of one class and completed make-up work, you may receive up to the full 10 points for that week. If you miss class, I expect to see you at my office hours before class next week. The absences may result in a lowered final grade (up to one letter lower for each absence beyond one), or I may recommend that you withdraw from the course. If you miss more than two classes and do not meet with me to discuss the situation, you will receive an F in the course.

Rubric

1 - Not Evident	2 - Emergent	3 - Approaching Proficient	4 -Proficient	5 - Exemplary
Student was significantly late, was on the margin of class, rarely or never contributed to class discussion or small group activity, was extremely late or disruptive, was not engaged in the learning community of the classroom, did not complete individual work and/or created a negative environment through problematic participation.	Student participated in discussion and group activities, but in a very limited or unproductive manner. Student focused on problems rather than solutions in their responses, interrupted other members of the group, did not contribute voluntarily, attempted to sidetrack the class with digressive issues, and/or is late (less than 20 minutes) or disruptive on occasion.	The student was in class on time. The student was prepared for class but did not voluntarily contribute, or the student contributed to class discussions and group activity but was not prepared for class. Comments were made occasionally in a thoughtful and respectful manner. The student was involved in group work beyond minimal participation. If the student participated and responded frequently, it may have been focused on problems rather than solutions or dominated the conversation in an unproductive manner.	The student came to class prepared and on time and made thoughtful comments when elicited, contributed without prompting, showed interest in and respect for others' views, and participated actively in group work or individual assignments. While comments and participation were appropriate and thoughtful, they did not necessarily lead to solutions or advance the conversation in the same way that exemplary participation would. Student participated in discussions and activities when applicable.	Student was in class and on time, contributed readily to discussions but did not seek to dominate them, made thoughtful contributions that advanced the conversation, showed interest in and respect for other's views, participated actively in small group work, completed individual assignments thoughtfully, and demonstrated an inquiry stance to learning that benefitted the class. Student initiated and participated in discussions and other activities when applicable.