

TEACHING ENGLISH IN SECONDARY SCHOOLS

English 430

Course Objectives and Procedures

Teaching English in the Secondary Schools is a senior-level pre-professional course for public school teachers. Its focus is on preparing English Education majors for employment in the public secondary schools. This class assumes students are already well versed in their subject area, comfortable with and knowledgeable about writing, reading, language study, and the interdisciplinary combination of the various skills making up what we call the “language arts.” Rather than focusing on the building of various language skills, we will explore the theory and methodology of teaching adolescent students in the language arts.

❑ Objectives of English 430

The objectives of English 430 are to

- Begin to develop a theory of and philosophy statement for language arts instruction.
- Explore the various components of the language arts curriculum (reading, writing, speaking, listening, viewing, and language study) and how they work together to form practical and intellectual meaning for students.
- Learn how teachers use reading and writing (and other language arts) to help students make connections between the curriculum and life.
- Understand that writing and reading are process-based activities that lead to learning.
- Adopt principles of effective instruction through such means as lecture, whole-class discussion, small group work, individual work, and technology.
- Explore curriculum materials that acknowledge and address multiple levels of abilities and diverse perspectives.
- Create a sample language arts curriculum, thematic unity, and daily lesson plans for that unit.
- Explore a variety of formal and informal assessments in the language arts.
- Develop effective classroom management skills that will enhance teaching effectiveness.

❑ Organization of English 430

English 430 has the following major assignments:

- **Fear Factor.** Students will examine their teaching fears and identify a coping strategy. (50 points)
- **English Teacher Encounter.** Students will reflect on their past experiences in the English classroom and assess various teaching strategies used by others. (100 points)
- **Professional Journal Browser.** Students will peruse professional language arts publications and analyze a single topic or a current professional debate that will apply to their teaching. (100 points)
- **Job Application Materials.** Students will create a resume and letter of application for a specific position. (100 points)
- **Grading Portfolio.** Students will evaluate various assignments demonstrating a variety of grading strategies. (150 points)
- **Assessing Learning Portfolio.** Students will create a portfolio of different assessment strategies to reflect a variety of teaching approaches and learning styles. (100 points)
- **Teacher Shadowing.** Students will “distance-shadow” their English instructors for a minimum of two weeks and write a reflective essay on their experience. (100 points)
- **Scholarship of Learning and Teaching.** Students will write an MLA documented research paper exploring an aspect of learning and teaching to language arts. (200 points)
- **Standard Bearer Portfolio.** Students will create a portfolio of lesson ideas that apply directly to State Language Arts/Communications Standards. The portfolio will also contain two standards-based thematic units and daily lesson plans. (200 points)
- **Learning Portfolio.** Students will collect learning journal entries including

reflective responses and case study applications to demonstrate growth throughout the semester. (150 points)

- o **Teaching Moment Practicum.** Students will demonstrate language arts teaching skills in 1-3 teaching opportunities. (200 points)

□ **Conduct of the Class**

The basic pattern of the course is one of (1) *theory*, (2) *practice*, (3) *critique*. The course of theory is the text supplemented by materials furnished by the instructor. The theory of each assignment is thoroughly discussed in informal classroom sessions. Included in these discussions are numerous examples of the application of each principle to teaching language arts. Following such discussions, the students then develop lesson plans, write informal and formal teaching responses, and demonstrate teaching strategies and skills. The teacher then reads the students' work or watches the students' performance and makes written or oral comments as an evaluation.

LATE ASSIGNMENTS NOT ACCEPTED

□ **Texts**

Gallo, Don, ed. *No Easy Answers: Short Stories about Teenagers Making Tough Choices*. New York: Laurel Leaf, 1997.

Lee, Harper. *To Kill a Mockingbird*. New York: Warner Books, 1960.

Lindemann, Erika. *A Rhetoric for Writing Teachers* 4th ed. New York: Oxford University Press, 2001.

Milner, Joseph, and Lucy Milner. *Bridging English*. 3rd ed. Upper Saddle River, NJ: Merrill Prentice Hall, 2003.

Nye, Naomi Shihab. *What Have You Lost?* New York: Greenwillow, 1999.

Peck, Richard. *A Long Way from Chicago*. New York: Puffin Books, 2000.

Shakespeare, William. *Romeo and Juliet*. New York: Teacher's Discovery, 2002.

□ **Grading and Evaluation**

The teacher will evaluate all formal assignments and comment on what works well and offer suggestions for improvement. The teacher will

assign a letter grade and record a number grade in the roll book. Most often the number grade follows the breakdown below

A	=	95%	C	=	75%
A-	=	92%	C-	=	72%
B+	=	88%	D+	=	68%
B	=	85%	D	=	65%
B-	=	82%	D-	=	62%
C+	=	78%	F	=	59%

The teacher reserves the right to slightly alter the number points depending on the student's performance. For example, instead of recording a 92% for an A-, the teacher may record a 90%.

□ **Teacher Conferencing**

Most student questions and concerns are handled in the classroom through class or individual discussion. Students may schedule an appointment with the teacher for more extended conferencing. Rarely will the teacher read an entire document during a conference but rather will assist the student in identifying the writing frustration and in developing options to solve the communication problems.

Students who wish to conference with the teacher about a graded paper must meet the following two conditions (there are no rewrite options to improve a graded assignment):

1. Wait 24 hours before making an appointment with the teacher.
2. Come to the appointment with a list of suggestions to improve the paper. The teacher will discuss those options with the student.

□ **Attendance Requirements**

Random quizzes are used to check attendance. The quizzes cannot be made up so class attendance is essential because the quizzes will not be announced. The student has the responsibility to attend class and to be prepared for class. If the student misses class, the student should contact the teacher out of courtesy via office phone-mail or email **prior** to class.

This is a highly interactive course. The success of this course and your individual success depends on your regular presence and promptness, your thorough preparation for class, and your active participation within class. You may have **three class absences without a grade penalty**.

Please note: I make no distinction between "excused" and "unexcused" absence. You are

responsible for saving your absence leave to accommodate unexpected illness or personal / family need.

Excessive absence will result in *deduction from final average of 1 percentage point per hour of absence over the limit*. If you miss more than four class periods, you will not be able to earn an A in the course. If you miss more than six class periods, the highest grade you can earn in the course is a C. If you miss eight or more classes, you will earn an F in the course.

At the end of the semester, if you have **perfect attendance**, you will have a **bonus of 1 percentage point added to your final average**.

❑ **E-mail**

Students must have access to BYU-Idaho e-mail. If students prefer other email servers, students should arrange with their carriers to forward their campus email directly to them.

❑ **Academic Honesty**

“BYU-Idaho students should seek to be totally honest in all their dealings. They should complete their own work and be evaluated for that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.” (*BYU-Idaho Catalog* 2004-2005, p 52.)

This course will adhere to procedures for handling incidents of academic dishonesty found in the *BYU-Idaho Catalog*, 2004-2005, pp. 52-53.

❑ **Special Limitations**

To accommodate students with special learning, physical, emotional, mental, social, or other limitations, the student must notify the teacher the first week of class. By law, BYU-Idaho is only required to assist those students who make these issues known during the first week.

❑ **Caveat**

The teacher reserves the right to make changes in course content and policy at any time during the semester or term.

TEACHING ENGLISH IN SECONDARY SCHOOLS
English 430:1
R. Keller
Winter 2004

- Jan 5 W Introduction to Course
Teaching Perspectives
- 7 F *Bridging*, “Envisioning English,” 1
NCTE/IRA “Standards for the English
Language Arts”
-
- 10 M Lindemann, “Why Teach Writing?” 3
Lindemann, “What is Writing?” 10
- 12 W *Bridging*, “Organizing Instruction,” 13-25
Peck’s *A Long Way from Chicago*
- 14 F *Bridging*, “Organizing Instruction,” 26-45
Fear Factor
-
- 17 M Human Rights Day
- 19 W *Bridging*, “Responding to Literature,” 98-
119
Gallo’s *No Easy Answers*
- 21 F *Bridging*, “Responding to Literature,”
120-149
-
- 24 M Lindemann, “What Does the Process
Involve?” 22
English Teacher Encounter
- 26 W Breathe Day
- 28 F *Bridging*, “Planning the Lesson,” 39
Nye, *What Have You Lost?*
-
- 31 M Lindemann, “What Do Teachers Need to
Know about Rhetoric?” 37
- Feb 2 W Lindemann, “Prewriting Techniques” 109
- 4 F Lindemann, “Shaping Discourse” 130
Bridging, “Inspiring Writing,” 287
Professional Journal Browser
-
- 7 M Lindemann, “Teaching Rewriting,” 189
Bridging, “Enabling Writing,” 315-330
- 9 W Lindemann, “Teaching Paragraphing,”
146
Bridging, “Enabling Writing,” 330-350
- 11 F *Bridging*, “Evaluate Learning,” 353-377

14 M *Bridging*, "Evaluate Learning," 378-396

16 W Lindemann, "Responding to Student Writing," 222
Research Proposal

18 F *Bridging*, "Celebrating Poetry," 150-188

21 M President's Day

23 W *Bridging*, "Opening Texts," 189
Lindemann, "Developing Writing Assignments," 213

25 F Lindemann, "What Do Teachers Need to Know about Linguistics?" 60
Bridging, "Centering on Language," 46
Job Application Materials

28 M Lindemann, "Teaching about Words," 175
Bridging, "Oral Foundation," 74

Mar 2 W Breather Day

4 F *Bridging*, "Understanding Drama," 232
Romeo and Juliet

7 M *Bridging*, "Assaying Nonfiction," 243

9 W Nonfiction
Teacher Shadowing Response

11 F *Bridging*, "Making Media Matter," 264

14 M Class Magazine
Lindemann, "Teaching about Sentences," 163

16 W Breather Day
Research Progress Report

18 F *To Kill a Mockingbird*
Assessing Learning Portfolio

21 M *Bridging*, "Becoming a Complete Teacher," 424

23 W Lindemann, "Designing Writing Courses," 252

25 F **Grading Portfolio**
Lindemann, "Teaching about Sentences," 163

28 M Research Draft #1 Due

30W Research Draft #2 Due

Apr. 1 F Spring Break

4 M Reading Standards Workshop
Teaching Practicum Portfolio

6 W Writing Standards Workshop
Scholarship of Learning and Teaching

8 F Listening/Speaking/Viewing Standards Workshop

11 M Standard Bearer Workshop

13 W **Learning Portfolio**

15 F Standard Bearer Workshop

18 M Becoming a Critically Reflective Teacher
Teaching Idea Portfolio

15 W Final 9:10-11:10