

SOUTHERN WESLEYAN UNIVERSITY SYLLABUS

Use Arrow or Tab Keys to Move Cursor

Year 2013 Fall _____ Spring x May Term _____ Summer School _____

Course Number/Name EDUC 4153 Methods of Teaching Secondary/Middle School English

Instructor L. Kim Welborn

The following check list indicates the information required for each SWU syllabus (see *Faculty Handbook C-130*).

- x Instructor's name, office number (or telephone number), and office hours
- x Course name and number (Including meeting room and time is helpful).
- x Objectives stated in terms of student learning OUTCOMES
- x Texts and other required material (author, title, publisher, year)
- x Grading procedures
- x Policies governing late work
- x Policies on attendance and tardiness
- x Assignments for semester, including reading, test dates (where possible)
- x Outline of the course/topics to be covered
- x One or more learning objectives relating to approaching issues from a Christian perspective
- x One or more activities with a research component
- x One or more activities giving the opportunity for the student to work with others

Also helpful:

- x Prerequisites
- x Reading list or bibliography

Signature Prof. L. Kim Welborn 1-1-13
Instructor Date

Dean Date

Southern Wesleyan University

School of Education

“Educators who demonstrate scholarship within a Christian ethic of care”

EDUC 4153: Methods of Teaching Secondary/Middle School English

Spring 2013 – T/TH 10:50 – 12:05

Newby – Room 121

Prof. L. Kim Welborn, Asst. Prof. of English

Office Phone: 644-5217

School of Education Phone: 644-5362

E-Mail Address: kwelborn@swu.edu

Office: Brower 119

Office Hours: Mon. 11:00 am – 12:15 pm

Tu. 9:25 am – 10:40 am

Wed. 11:00 am – 12:15 pm

Th. 9:25 am – 10:40 am

Prerequisites: Full admission into teacher education program

Required Textbooks:

Maxwell, Rhoda J., and Mary Jordan Meiser. Teaching English in Middle and Secondary Schools. 5th ed. Upper Saddle River, NJ: Pearson, 2005.

South Carolina. Department of Education. *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Columbia: SC Department of Education, 2008. Print.

Recommended Texts:

Beers, Kylene. When Kids Can't Read: What Teachers Can Do. Portsmouth: Heinemann, 2003.

Clark, Ron. The Essential 55. New York: Hyperion, 2003.

Gregory, Gayle H. and Terence Parry. Designing Brain-Compatible Learning. 3rd ed. Thousand Oaks, CA: Corwin Press, 2006.

Gregory, Gayle H., and Lin Kuzmich. Teacher Teams That Get Results. Thousands Oaks: Corwin Press, 2007.

Harvey, Stephanie, and Anne Goudvis. Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, ME: Stenhouse Publishers, 2000.

Kamma, Anne. If You Were At ... The First Thanksgiving. New York: Scholastic, 2001.

Lesesne, Teri S. nakedreading: Uncovering What Tweens Need to Become Lifelong Readers. Portland, ME: Stenhouse Publishers, 2006.

Lundin, Stephen C., Ph.D., John Christensen, and Harry Paul. Fish!. New York: Hyperion, 2000.

McGovern, Ann. ... If You Sailed On The Mayflower in 1620. New York: Scholastic, 1969.

Rylant, Cynthia. All In A Day. New York: Abrams Books for Young Readers, 2009.

Woodson, Jacqueline. The Other Side. New York: G. P. Putnam's Sons, 2001.

Course Description:

EDUC 4153 is a course designed to introduce prospective middle and secondary English educators to the principles and methods of teaching middle school and high school English.

Objectives:

Upon completion of this course, teacher candidates will be able to do the following:

1. Examine and discuss the role of the English teacher.
2. Examine and discuss the needs and development of middle and secondary students.
3. Examine and discuss current trends in the teaching of English as seen in selected articles and publications. The student is strongly urged to join NCTE and other appropriate state level organizations, such as SCCTE and SCIRA.
4. Identify various components of "English" and illustrate interrelationships among the components by developing instructional materials.
5. Illustrate a basic knowledge of teaching techniques applicable to teaching English by developing assignments and strategies that guide students in their study of language, written and oral composition, and literature.
6. Develop instructional units and long-range planning for middle school and for high school.
7. Demonstrate competence in the utilization of media to accompany appropriate units and lessons.
8. Examine various curriculum materials, not limited to textbooks.
9. Discuss the place of oral communication in the English classroom and develop appropriate instructional activities to meet the needs of middle and high school students.

10. Discuss the nature of language and the various ways language can be studied.
11. Discuss approaches for teaching literature and examine how the approaches may be best utilized at different levels and for different emphases.
12. Write a daily lesson plan that includes:
 - a. objectives
 - b. procedures that use four areas of communication
 - c. one essential question
 - d. alignment of lesson to the SC English Language Arts Curriculum Standards
 - e. at least two activities to accommodate learning styles and two ability levels (i.e. Sp. Ed., ESOL)
 - f. a list of materials
 - g. assessment
 - h. reflection
13. Diagnose student writing problems and plan activities to improve written composition, specifically the teaching of expository writing patterns, including comparison and contrast, cause and effect, example, classification, definition, and process.
14. Examine various methods of evaluating the performance of middle and high school students and select the most appropriate method for a given situation including both formal and informal evaluation techniques for pretests, final grades, daily work, and participation.
15. Examine basic principles of evaluation and testing in English and construct tests employing both objective and subjective (essay) items.
16. Discuss methods for dealing with discipline, self-concept, and/or motivation problems in the classroom.
17. Investigate sources of research dissemination, such as *Research in the Teaching of English*, *Education Index*, and *Dissertation Abstracts*.
18. Discuss techniques for mainstreaming in the middle and high schools.
19. Observe secondary English classes in local schools and write evaluations of teaching situations viewed.
20. Compile an organized set of materials and ideas that can be used in the middle or high school English classroom.

21. Use technology for word processing, grading, emailing, creating power points, and other teacher-made materials.
22. Describe the components of the remediation programs mandated by South Carolina law (PASS and HSAP) and discuss materials and methods appropriate for remediation.
23. Describe the Advanced Placement program and discuss materials and methods appropriate for teaching AP English courses.
24. Understand the components of the SC Language Arts Curriculum Standards.
25. Discuss various ways of integrating various modes into the English curriculum.

SWU Learning Outcomes Addressed In This Course:

The learning community at Southern Wesleyan University fosters in participants

- Biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;
- The ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and
- The ability to effect positive change through skillful, values-driven engagement with their world.

Such that graduates...

1. Bear witness to a deepening relationship with God through Christ reflected in integrity of thought, affection, and action.
2. Have established lifestyle habits that facilitate ongoing growth intellectually, spiritually, physically, socially, and emotionally.
3. Approach issues of both a theoretical and practical nature from a consistently biblical perspective, tempered by awareness of personal biases and divergent views.
4. Lead positive change by seeking justice for, reconciliation with, and service to others in a manner that reflects understanding of social dynamics.
5. Recognize and value truth and beauty in themselves and their surroundings as reflections of the Creator.
6. Critically and creatively construct their own well-reasoned perspectives in discussing current trends, ideas and events, drawing on understanding of the breadth of human knowledge.
7. Demonstrate skill in listening, reading, scholarship, writing, public speaking, and the use of technology.
8. Solve problems effectively using scientific research, critical thinking, and creativity.
9. Work collaboratively in diverse cultural groups to achieve positive results.
10. Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

Attendance:

All attendance policies of the university as stated in the catalog will be enforced. You are responsible for keeping track of your attendance. Excused absences must be justified with the instructor within one week after return to class; otherwise, the absence will be considered a cut.

You are expected to remain in the classroom during the entire period. You must explain any emergency that causes you to leave during class; otherwise, your time away will be recorded as a tardy or a cut, depending upon the length of time you are away from class. Do NOT ask to be excused from classes because of travel arrangements during holidays. Plan your schedule around your obligations, not the other way around.

NOTE: 5 points will be deducted from the class participation grade for this course for each unexcused absence! 2 points will be deducted from the class participation grade for this course for each tardy!

Participation:

As a member of this class, you should think of yourself as being a part of a professional learning community, and, as such, you have certain obligations. Your participation grade will reflect how well you fulfill your responsibilities.

- Be on time. Tardy students are distractions. Schedule your time responsibly.
NOTE: 2 points will be deducted from the class participation grade for this course for each tardy!
- Have all necessary materials before you when class begins.
- Complete all assignments before class. Written assignments are due at the beginning of the indicated class period.
- Barring an emergency, remain in the classroom for the entire period.
- Turn off your cell phone, beeper, iPod, etc. You must keep these as well as ear phones out of sight in a closed bag. You must focus on this course during this designated time. Do not allow outside influences to affect your grade adversely. For example, I will confiscate a test if you use an unapproved electronic device on a test day, and the grade will be zero on that assignment.
- Focus on class discussion and hold no side conversations.
- Contribute relevant information to class discussions.
- You MUST take notes to facilitate your studies. Also keep in mind that you are responsible for obtaining from a classmate notes and directions from any class you miss.
- Stay awake and aware of class activity.
- Try to avoid bringing notes, books, etc. for other classes. If you must, however, keep them in your closed backpack.
- Remove billed caps.
- Check your SWU e-mail daily.

Late Work:

The penalty for unexcused late work is a grade reduction of 50% if the work is handed in before or during the next class period. If the work is not handed in at that time, the grade will be a zero.

Evaluation:

TASKS	Percentage of Grade	My Grade
Lesson Plan 1 (literary text emphasis)	10% - 50 points	
Lesson Plan 2 (composition/language emphasis)	5% - 50 points	
Lesson Plan 3 (informational text emphasis)	10% - 50 points	
Lesson Plan 4 (grammar/usage emphasis)	5% - 50 points	
Journals	10% - 100 points	
Position Paper	10% - 100 points	
Materials File	10% - 100 points	
Example of Formal Test	10% - 100 points	
Exercises/Activities	10% - 100 points	
Participation	10% - 100 points	
Final Exam	10% - 100 points	
TOTAL/GRADE		

University Grading Standards

According to the university's catalog, grades are reported in increments of 0.1 and range from 4.0 to NC. The following scale is used:

4.0	A	Superior	98-100	975 - 1000
3.7	A-	Superior	95-97	945 - 974
3.4	B+	Excellent	91-94	905 - 944
3.0	B	Excellent	88-90	875 - 904
2.7	B-	Excellent	85-87	845 - 874
2.4	C+	Average	81-84	805 - 844
2.0	C	Average	78-80	775 - 804
1.7	C-	Average	75-77	745 - 774
1.4	D+	Passing	71-74	705 - 744
1.0	D	Passing	70	695 - 704
0.0	F	An average below 70 will be recorded as a 0.0		

Written Assignments:

You **must** submit all written assignments to through Canvas which will automatically send your work to Turnitin.com before class on the due date. This action is a preliminary requirement for the evaluation of the work. In other words, **NO assignment which has not been submitted to Canvas (turnitin.com) will be graded!**

Grammar and Mechanics:

It goes without saying that all work submitted in this course as in all other college courses should reflect the competency you established in ENGL 100. Responsible composing includes proofreading. Sloppiness and disregard for the basic rules of grammar and mechanics are unacceptable. Grammar and mechanics count 20% of your grade for all written work. In-class work should also reflect a command of the language.

Special-Needs Students:

"If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact **Martha Mishoe, Assistant Director of the Center for Transformational Learning**. She will help you secure the right documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations **unless you specifically request accommodations each semester**. Documentation must meet the guidelines of the Americans with Disabilities Act. We want you to have equal opportunity to learn and a fair assessment of that learning. Your abilities, skills, and efforts should determine your success, not your disability."

Technology Integration:

Teacher candidates will be required to use MS Office 2007 for all assignments. They should know how to use MS word, EXCEL, and PowerPoint. They will access and evaluate information found on the Internet. They will use the Promethean Board for presentation of model lessons.

Instructional Methods:

Instructional methods will include modeling effective teaching methods by the instructor, class discussion, hands-on practice with technology, construction and presentation of mini-lessons, and evaluation of materials.

Culturally Responsive Teaching:

Teacher candidates will learn how to address issues related to different learning styles, varying abilities, and cultural backgrounds in their own classrooms by discussing text material, doing research in professional journals, evaluating instructional materials, and discussing teaching techniques.

Honor Code:

Please remember that the honor code is applicable to all work (both that done in class and that done outside class). If you have any doubt how much help you may receive from someone else or how to give proper credit to sources, please talk with me about the problem. The penalty for cheating is stated in the student handbook. You will be charged with an honor violation if you present another person's words or ideas as your own without proper or adequate documentation. Plagiarism is a serious offense whether it occurs by dishonesty, ignorance, procrastination, or carelessness. Be prepared to submit your sources for your research paper if I should call for them.

Write out and sign the pledge at the end of all written assignments!

Tentative SCHEDULE

Class	Date	Assignment/Activity
1	T. 1/15	<p>Introduction to course</p> <p>Assignment for class 2: Rd. <u>TEMSS</u> – Ch. 1 – “Becoming a Teacher” Take notes on the chapter: Highlight, Sticky Notes, Written Notes Journal Assignments <u>TEMSS</u> – Chapter 1: DUE Tuesday, 1/22 P. 1 – A Teacher? Why? P. 4 – I Remember You P. 6 – Memories of Adolescence from English Education Students: High School</p>
2	Th. 1/17	<p>What does it mean to “BECOME” an English teacher? What does an English teacher look like? Strategy: Bag of Junk Journal Assignments for Ch. 1 DUE Tuesday, 1/22</p>
3	T. 1/22	<p>Continued Discussions – “Becoming a Teacher” Teacher Case 1.1 Teacher Case 1.2</p> <p>Assignment for class 5: Rd. <u>TEMSS</u> – Ch. 2 – “The Students We Teach” Take notes on the chapter: Highlight, Sticky Notes, Written Notes Journal Assignments <u>TEMSS</u> – Chapter 2: Due Thursday, 1/31 P. 21 – Your Teaching Philosophy P. 27 – Your Experience as a High School Student P. 44 – The Importance of Planning for Your Students</p>
4	Th. 1/24	No Class – Work on Reading/Journal Assignments
	T. 1/29	No Class – Spiritual Emphasis Week
5	Th. 1/31	<p>“The Students We Teach” The Position Paper Developing Classroom Curriculum</p> <p>Assignment for class 6: Begin writing your Position Paper – DUE Thursday, 2/7</p>
6	T. 2/5	<p>“The Students We Teach” Developing Classroom Teaching Plans Planning Well: Principle and Practice Strategy: Foldables</p> <p>Assignment for Class 7: Turn in Position Paper Read Chapter 3: Language: Teaching About Spelling, Grammar, Mechanics, and Vocabulary and Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes No Journal Assignments for Chapter 3</p>

7	Th. 2/7	<p>“Language: Teaching About Spelling, Grammar, Mechanics, and Vocabulary”</p> <p>Language Acquisition and Variation The Grammar/Usage Lesson Plan The Materials File</p> <p>Assignment for Class 8: Begin preparing the Grammar/Usage Lesson Plan – DUE Class 9 – Th. 2/14</p>
8	T. 2/12	<p>“Language: Teaching About Spelling, Grammar, Mechanics, and Vocabulary”</p> <p>Achievement Among Minority Students The Contemporary English Classroom Language *Schedule a conference with Prof. Welborn to discuss Grammar/Usage Lesson Plan</p> <p>Assignment for Class 9: Grammar/Usage Lesson Plan DUE! Read Chapter 4: Oral Language: The Neglected Language Arts Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes Journal Assignments: Chapter 4 – DUE Tuesday 2/19 P. 79 – Examining the Role of Gender in Classroom and Learning Experiences P. 82 – Working and Learning with Peers</p>
9	Th. 2/14	<p>“Oral Language: The Neglected Language Arts”</p> <p>Basic Principles Improving Discussion Questions</p> <p>Assignment for Class 10: Journals for Chapter 4 DUE Tuesday 2/19 Prepare to present Grammar/Usage Lesson</p>
10	T. 2/19	<p>“Oral Language: The Neglected Language Arts”</p> <p>Building Classroom Cohesion Through Stories Exploration: Preparing Students for Readers' Theatre</p> <p>Assignment for Class 12: Read Chapter 5: Teaching Writing Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes Journal Assignments Chapter 5: Teaching Writing DUE: Thursday, 2/28 P. 114 – Your Writer Identity P. 119 – Writer's Block</p>
11	Th. 2/21	<p>Grammar/Usage Lesson Plan Presentations Common Core Language Standards 6-12 – p. 54</p>
12	T. 2/26	<p>“Teaching Writing”</p> <p>Teaching Composition Writing Process and its Stages Improving Writing Skills</p> <p>Assignment for Class 13: Journal Assignments for Chapter 5 DUE! Assignment for Class 14: Writing Lesson Plan DUE Tuesday 3/12</p>

13	Th. 2/28	<p>"Teaching Writing"</p> <ul style="list-style-type: none"> Mini-Lessons Spelling and Vocabulary Journal Writing Writing in Our Everyday Lives Teaching Persuasion Websites and Resources <p>The Materials File – DUE Thursday 4/25</p> <p>*Schedule a conference time with Prof. Welborn to review Writing Lesson Plan</p> <p>Assignment for Class 14: Writing Lesson Plan DUE!</p> <p>Read Chapter 6: Writing and Evaluating Research Papers</p> <ul style="list-style-type: none"> Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes <p>Journal Assignments for Chapter 6 – DUE Thursday 3/14</p> <ul style="list-style-type: none"> P. 157 – Looking at Prior Knowledge and Learning P. 158 – Developing Research Questions P. 159 – Locating Sources
	3/4 – 3/8	SPRING BREAK: Whoopee! Time to work on projects!
14	T. 3/12	<p>"Writing and Evaluating Research Papers"</p> <ul style="list-style-type: none"> Teaching Research Method The I-Search Paper <p>Assignments for Class 15: Journal Assignments for Chapter 6 DUE!</p>
15	Th. 3/14	<p>"Writing and Evaluating Research Papers"</p> <ul style="list-style-type: none"> Gathering Sources The Contemporary English Classroom: Writing and Evaluating Research Papers <p>Assignments for Class 16:</p> <ul style="list-style-type: none"> Prepare to Present Writing Lesson <p>Assignments for Class 17:</p> <p>Read Chapter 7: Selecting Literature</p> <ul style="list-style-type: none"> Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes <p>Journal Assignments for Chapter 7: DUE Thursday 3/28</p> <ul style="list-style-type: none"> P. 178 – Your Favorite Literature Pp. 185-186 – Selecting Young Adult Literature P. 188 – Considering Female Authors
	T. 3/19	Service Learning Day
16	Th. 3/21	Presentation of Writing Lesson

17	T. 3/26	<p>"Selecting Literature"</p> <ul style="list-style-type: none"> Canonical Literature YA Literature World Literature Literature for Women <p>Assignments for Class 18: Journal Assignments for Chapter 8 DUE! Begin Preparing the Literary Text Lesson Plan – DUE: Tuesday 4/2</p>
18	Th. 3/28	<p>"Selecting Literature"</p> <ul style="list-style-type: none"> Multicultural Literature Censorship <p>*Schedule a conference with Prof. Welborn to discuss Literary Text Lesson Plan</p> <p>Assignments for Class 19: Literary Text Lesson Plan DUE Tuesday 4/2! Read Chapter 8: Teaching Literature Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes Journal Assignments: Chapter 8 – DUE Thursday 4/4 P. 203 – "Our Favorite Books" P. 226 – Exploration: Poetry in the Curriculum</p>
19	T. 4/2	"Teaching Literature"
20	Th. 4/4	"Teaching Literature"
21	T. 4/9	Sample Literary Text Lesson: "Everyday Use"
22	Th. 4/11	<p>Presentation of Literary Text Lesson</p> <p>Assignments for Class 23: Read Chapter 9: Media Literacy: Technology, Media and the Language Arts Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes Journal Assignments: Chapter 9 – DUE Tuesday 4/16 P. 241 – Media in Our Lives P. 244 – Students and Advertising</p>
23	T. 4/16	<p>"Media Literacy: Technology, Media, and the Language Arts"</p> <p>Assignments for Class 24: Read Chapter 10: "Evaluating English Language Arts" Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes Journal Assignments: Chapter 10 – DUE Tuesday 4/23 P. 259 – "Looking at Your Experience with Assessment" P. 267 – "How Can Different Writing Levels Improve Student Writing?"</p>

24	Th. 4/18	<p>"Evaluating English Language Arts" Assessment – Discussion of a variety of Assessments</p> <p>Assignment for Class 25: Informational Text Lesson Plan DUE!</p>
25	T. 4/23	<p>"Evaluating English Language Arts" *Schedule a conference with Prof. Welborn to discuss Literary Text Lesson Plan</p> <p>Assignments for Class 26: Read Chapter 11: Developing Units Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes No Journal Assignments for Chapter 11</p>
26	Th. 4/25	<p>"Developing Units"</p> <p>Assignments for Class 27: Formal Test Assessment DUE Tuesday 4/30 Read Chapter 12: Your Starting Role: Student Teaching and Beyond Take Notes on the Chapter: Highlight, Sticky Notes, Written Notes Journal Assignments for Chapter 12 DUE Thursday 5/2 P. 323 – "Getting to Know Your Cooperating Teacher" P. 329 – "Handling Scheduling Disruptions" P. 335 – "Handling Controversial Issues or Topics with Required Literature" P. 346 – "Staying Positive During Student Teaching"</p>
27	T. 4/30	<p>"Your Starting Role: Student Teaching and Beyond"</p> <p>Assignments for 28: Materials File DUE Thursday 5/2 Presentation of Informational Text Lesson</p>
28	Th. 5/2	<p>Presentation of Informational Text Lesson</p>
		<p>Return all materials EXAM/Final Activity</p>