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EDU4552-815: Alternative certification: General teaching methods

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**EDU 4552 Unit III: Language Arts
Alternative Certification: General Teaching Methods
Summer 2008**

Instructor: Dr. Donna Binns
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CATALOG DESCRIPTION: This course addresses Illinois Professional Teaching Standards General Methods, including student diversity, language arts/reading, and technology. The course is part of the academically rigorous, intensive Alternative Certification Program that includes EDU 4551 (Alternative Certification: Foundations of Teaching) and EDU 4553 (Alternative Certification: Methods of Teaching in the Discipline).

UNIT III DESCRIPTION: The Unit III: Language Arts portion of EDU 4552 addresses a broad range of literacy techniques and strategies teachers use to develop students' abilities to read, write, and speak effectively for a variety of situations and audiences. Topics covered will include, writing, reading, and speaking across the curriculum; using writing to foster student learning; teaching genre and audience awareness; promoting student-centered learning; fostering revision/reading strategies; assessing student writing; and examining literacy issues.

PREREQUISITES: Students must be admitted to the Alternative Certification Program and have received a "B" or better in EDU 4550 (Alternative Certification: Introduction to Teaching).

TEXTBOOK:

Kirby, Dan, Dawn Kirby, and Tom Liner. *Inside Out: Strategies for Teaching Writing*. 3rd edition. Portsmouth, NH: Heinemann, 2003.

There is no one text that covers all information relevant to the topic General Methods. Additional required readings may be provided by the instructors.

COURSE REQUIREMENTS for Dr. Binns:

Students must complete all assignments, including daily work, to be eligible to pass this unit of the course, which will comprise 33% of your final course grade. Absent students must make up all work missed. Because each course day covers so much content, absences are discouraged.

1. Daily Work:

Daily work includes class participation, in-class writing (including frequent responses to the reading assignments), peer response, informal group work, and individual activities. A participation grade will be assigned each day, and it will be worth up to five points. Students who participate in class discussions, bring required materials to class, and positively contribute to class activities should earn all available points for that day. Failure to participate in class activities, failure to bring course materials, or excessive tardiness will result in a loss of some or all of the daily participation points at Dr. Binns' discretion. **Bring notebook paper and ink pens to class.**

2. Journal Article Assignment:

Students will each be required to find an article from an academic journal that covers an issue or teaching strategy related to integrating reading, writing, or speaking instruction in their content area. Students will record bibliographic information for the article, compose a one or two paragraph summary of the article, and write a one or two paragraph analysis regarding how the article may apply to their future classroom teaching. Length expectations will be at least two pages typed, in eleven or twelve point font, with one-inch margins. Further information about this assignment will be provided in class.

3. Lesson Plan:

Students will each develop or substantially revise one lesson plan for this unit of the course. Lesson plans should emphasize integrating writing and/or speaking into the curriculum and include adaptations for diverse student populations. The lesson plan should also include the use of technology and/or media and teacher-created supporting material. Each student must submit a hard copy of the lesson plan in class. The lesson plan is due to Dr. Binns by the beginning of class on Thursday, July 31, 2008. More specific directions will be provided in class.

4. In-Class Reflective Essay:

Students will each complete a two-three page reflective essay in class on Thursday, July 31, 2008, as the final exam for this unit of the course. The reflection should include thoughtful, well-written analysis regarding decisions made in creating the lesson plan and supporting materials as well as plans for integrating language arts into future classroom teaching. In doing so, students should draw upon course materials, lectures, and discussions. Students may use class notes and texts, but they may NOT bring the essay or any portion of the essay to class. In other words, the entire essay must be composed in class.

Unit III Grade:

Each student's final grade for this unit of the course (33% of total course grade) will be determined as follows:

Daily Work	25%
Journal Article Assignment	25%
Lesson Plan	25%
In-Class Reflective Essay	25%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Late Work: Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Plagiarism: In accordance with University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your work might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services.

Contacting Dr. Binns: Generally, e-mail is the best method of contacting Dr. Binns outside of class.

EDU 4552: Course Schedule

This schedule is subject to additions and changes at my discretion. Articles and chapters available through e-reserve or the library reserve desk may be added. **Assignments are due on the date that they appear on the schedule.** Expect frequent in-class writing in response to the assigned chapters and/or articles. Bring our textbook to every class date listed on this schedule.

<u>Date</u>	<u>Assignment(s)</u>	<u>Tentative Topic(s)</u>
7-7	<i>Inside Out</i> Chapters 1-2	Language Arts Unit Introduction
7-8	<i>Inside Out</i> Chapter 3	Writing, Reading, and Speaking across the Curriculum
7-17	<i>Inside Out</i> Chapters 4-5	Writing-to-Learn/ Informal Writing
7-21	<i>Inside Out</i> Chapters 6-7	Genre, Voice, and Audience
7-22	<i>Inside Out</i> Chapters 8-9	Responding to Student Writing/ Error
7-23	Journal Article Assignment Draft Due for Peer Response	Peer Response
7-24	<i>Inside Out</i> Chapter 10 Journal Article Assignment Due	Revision/Reading Strategies
7-28	<i>Inside Out</i> Chapters 13-14	Writing Assessment
7-29	<i>Inside Out</i> Chapter 15 Lesson Plan Draft Due for Peer Response	Sharing Student Work/ Media
7-30	<i>Inside Out</i> Chapter 16 Revised Lesson Plan Draft Due for Peer Response	Literacy or Multiple Literacies?
7-31	Final for Unit III: In-Class Reflective Essay Lesson Plan Due	Unit Conclusion