

Spring 1-15-2019

ENG 3402-001: Methods of Teaching Literature in the Middle and Secondary School

Melissa Ames
Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2019



Part of the [English Language and Literature Commons](#)

Recommended Citation

Ames, Melissa, "ENG 3402-001: Methods of Teaching Literature in the Middle and Secondary School" (2019). *Spring 2019*. 56.
https://thekeep.eiu.edu/english_syllabi_spring2019/56

This Article is brought to you for free and open access by the 2019 at The Keep. It has been accepted for inclusion in Spring 2019 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 3402:
Methods of Teaching Literature in Secondary Schools
Course Policy & Syllabus
ENG 3402 – TR – 11:00am - 12:15pm – 3120 Coleman Hall

Instructor: Dr. Melissa Ames

Office: 3821 Coleman Hall

Office Hours: T/R 9:00am-10:00am

T/R 2:00pm-3:00pm

W 10:00am-10:30am

Or by Appointment

Email: mames@ciu.edu (please do not use the email provided by D2L)

Catalog Description: Approaches to the teaching of literature in junior and senior high schools. Includes 5 hours of on-site pre-clinical experience. Prerequisites include ENG 2901 and SED 2000. (3-0-3, WI, 3 credits)

Course Description: This course explores various theoretical approaches to the study of literature, as well as best practices in integrating literature, reading, and media literacy into a language arts classroom. Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. The required work for this course includes crafting lesson plans, thematic units, a course design, and various reflective essays.

Course Objectives: In accordance with NCTE Guidelines, upon the completion of this course candidates will be able to:

1. Understand the roles that literature can play in the secondary curriculum,
2. Understand that students vary in their approaches to learning and, therefore, teachers must create instructional opportunities that are adaptable and meet the needs of these different learners,
3. Recognize the importance of including a variety of genres (narrative and non-narrative, print and non-print) in literary study,
4. Use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, performance skills, and the effective use of technology,
5. Recognize the issues surrounding the "canon" and what they imply about the literature included in the secondary classroom,
6. Know and be able to implement procedures for handling potential censorship issues,
7. Understand and use a variety of assessment strategies, when teaching literature, to evaluate and modify the teaching/learning process,
8. Be aware of and able to implement a variety of culturally diverse literature selections in the secondary classroom,
9. Be aware of a variety of young adult literature and arguments for and against its use in the secondary classroom,
10. Be familiar with (and apply) a variety of resource materials available to the literature teacher.
11. Produce research-based arguments that demonstrate professional writing, ethical use of source material, and the ability to analyze/collect data.
12. Participate in presentations, showcasing effective communication skills and the ability to provide useful feedback as a member of an audience.

13. Understand that teaching literature is not an isolated activity and be able to craft multi-genre/multi-media units and lessons that reflect the hybrid nature of Language Arts.

Required Texts and Materials:

- Anderson, Laurie Halse. *Speak*. New York: Penguin, 1999.
- Beers, Kylene and Probst, Robert. *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann, 2012.
- Beers, Kylene, Robert E. Probst, and Linda Rief, eds. *Adolescent Literacy*. Portsmouth, NH: Heinemann, 2007.
- Common Core, Inc. *Common Core Curriculum Maps in English Language Arts, Grades 9-12*. San Francisco: Jossey-Bass Wiley, 2012. [excerpts available through D2L]
- Daniels, Harvey, and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann, 2004.
- . *Texts & Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann, 2011. [excerpts available through D2L].
- Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Pearson, 2013. [excerpts available in D2L]
- Fisher, Douglas, and Nancy Frey. *Close Reading and Writing From Sources*. Newark, DE: International Reading Association, 2014. [excerpts available through D2L]
- Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring Literacy Skills*. Victoria, BC: Trafford, 2004.
- Gallagher, Kelly. *Readicide: How Schools are Killing Reading and What You Can Do about It*. Portland, ME: Stenhouse, 2009. [excerpts available through D2L].
- . *Deeper Reading: Comprehending Challenging Texts*. Portland, ME: Stenhouse, 2004. [excerpts available through D2L]
- . *Reading Reasons: Motivational Mini-Lessons for Middle and High School*. Portland, ME: Stenhouse, 2003. [excerpts available through D2L]
- Herrell, Adrienne, and Michael Jordan. *50 Strategies for Teaching English Language Learners*. Boston: Pearson, 2012. [excerpts available through D2L]
- Jenkins, Henry, and Wyn Kelly, eds. *Reading in a Participatory Culture: Remixing Moby-Dick in the English Classroom*. NY: Teachers College Press and National Writing Project, 2013. [excerpts available through D2L]
- Rothenberg, Carol, and Douglas Fisher. *Teaching English Language Learners: A Differentiated Approach*. Upper Saddle River, NJ: Prentice Hall, 2007. [excerpts available in D2L]
- Smagorinsky, Peter. *Teaching English by Design*. Portsmouth, NH: Heinemann, 2008.
- Tovani, Cris. *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12*. Portland, ME: Stenhouse, 2004. [excerpts available through D2L]
- . *So What Do They Really Know?: Assessment that Informs Teaching and Learning*. Portland, ME: Stenhouse, 2011. [excerpts available through D2L]

and (ONE of the following to be assigned within the semester):

- Sandra Cisneros's *House on Mango Street*
Louise Erdrich's *Love Medicine*
Zora Neale Hurston's *Their Eyes Were Watching God*
Amy Tan's *The Joy Luck Club*
Toni Morrison's *Beloved*

USB-compatible device for saving documents (i.e. a thumb drive) & online/cloud back up (e.g. Dropbox.com)

Course Requirements: You must complete all major assignments to be eligible to pass the class. Your grade will be based on a point system that factors in all scores you earn on major writing

assignments/projects, minor assignments/products, and in-class work/participation. Attendance is mandatory and will be factored into your in-class grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses. In accordance with NCATE content-area guidelines, five clinical experience hours, in addition to required College of Education hours, are required for course completion. Also, College of Education Live Text requirements will apply to one required course assignment: the unit plan.

In-Class Work/Participation (200pts):

Daily work – includes in-class activities, writing, peer response, informal group work, and oral presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates.

Participation – includes attendance, participation in class activities, and course preparation. This category may be influenced by the dispositions evaluations completed by your cooperating teacher(s). Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Teacher Reflection Log (50pts) – involves a semester long collection of reading responses, personal reflections, and professional planning. This assignment will be collected randomly throughout the semester and for a final assessment. (Note: total production of writing will vary, but the weekly discussion board posts will produce a minimum of 2,500 words over the course of the semester).

Student-Led Lecture (50pts) – requires a prepared 10-15 minute presentation on an assigned pedagogy chapter. Students will be assessed on content knowledge and delivery. (5-6pgs, 1250-1500 words)

Major Writing Assignments/Projects (600pts):

Aligning Practices with Pedagogy Essay (100pts) – select a minimum of three inter-related areas of literature pedagogy that interest you to research (i.e. utilizing multicultural literature, pairing young adult texts with canonical ones, literature circles, book clubs, sustained silent reading, battle of the books, book talks, etc). Based on substantive research on your chosen topics, prepare a professional, MLA argument-based paper that aims to persuade the reader to believe that these theories/pedagogical platforms are the most effective for teaching literature to students in the 21st century. Information gleaned from this substantial research will be synthesized with assigned readings to assist you in making persuasive claims about these teaching issues/approaches. (5-7pgs, 1250-1750 words)

Course Design (100pts) – craft a skeleton for a semester long Language Arts course. (The course that you envision will utilize your unit plan). This course design will demonstrate your ability to map out an entire course, link units together, and plan student activities/assignments that build off of previously mastered skills. (10-20pgs, 2500-5000 words)

Unit Plan (100pts) – compose a conceptual unit plan demonstrating your awareness of teaching literature. Use the class readings, discussion, oral presentations, personal experience, and your additional scholarly research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching literature. (Note: a printed copy of this project will be turned into Dr. Ames on the initial due date and a revised copy will be re-submitted inside the professional portfolio; this revised copy will also be turned in through Live Text as a required component of the course). (15-25pgs, 3750-6250 words)

Framing Assignment/Lesson (100pts) – create an anticipatory set/introductory lesson that would launch the start of a unit devoted to a required reading novel. (A list of appropriate novels to select from will be provided). You will also create a non-traditional writing assignment that could serve as an assessment of student learning at the closure of this literary unit (when the study of the novel is complete). Possible choices include (but are not limited to): multi-genre research paper, thematic project, presentation/speech, artistic/creative literary response/interpretation, or writing portfolio. (2-3pgs, 500-750 words)

Book Club Project/Presentation (100pts) – meet in groups to explore a multicultural novel through a simulated literature circle setting or “book club.” Members of the group will work collaboratively over

the period of one month to read their assigned novel and decide how it would best be used in a secondary language arts classroom. The group will present their novel and final project to the class on their assigned day. (15-25pgs, 3750-6250 words)

Professional Portfolio (100pts) – a collection of documents and work that demonstrate your competence as an instructor will be instrumental once you embark on the job hunt. Being so, you will compile this portfolio and submit during this course. Included within its contents will be: a table of contents, history of reading essay, teaching philosophy, resume/curriculum vitae, essay on literature pedagogy, (revised) unit plan, course design, and evidence of professional organization membership. (This assessment includes three new writing pieces totaling 6-10pgs, 1500-2000 words; total portfolio size, including revised assignments, will range from 36-62pgs, 9000-15500)

Minor Writing Assignments/Products (200pts):

Instructional Planning Items/Reflections – includes Literacy Narrative (50pts) and Hollywood Film Justification Letter (25pts)

Student Lessons/Assignments – includes Mini-Lesson Presentation (50pts), Speak Lesson Plan (25ps), Drama Lesson (25pts), and Linking Texts Lesson Plan (25pts).

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Major Writing Assignments/Projects:	600pts
Minor Writing Assignments/Products:	200pts
<u>In-Class Work/Participation:</u>	<u>200pts</u>
Total Points Possible:	1000pts

A = 90%-100%
B = 80%-89%
C = 70%-79%

D = 60%-69%
F = 0% -59%

Instructor Class Policies:

Submitted Assignments: All documents should be submitted on time and must have a professional appearance. Every assignment should be typed on white, 8.5 x 11 paper and formatted according to MLA/APA guidelines and standards when applicable. (If you are unfamiliar with MLA 2009 guidelines please utilize Purdue's Online Writing Lab at: <http://owl.english.purdue.edu>). All assignments should be submitted in a two-pocket folder with the appropriate rubric. (Larger assignments, like the unit, may be submitted in three ring binders if additional storage space is needed). For your own protection, keep copies of all completed work.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due at the beginning of class. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. 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.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. After two absences, each additional absence will also result in a penalty of a half letter grade (5%)

subtracted from your final course grade. For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. Perfect attendance merits the addition of 20 extra-credit points to the in-class work/participation category.

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). In accordance with English Department and 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 of such as one's original work – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an 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." Therefore, violations will be reported to the Office of Student Standards. 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 writing might constitute plagiarism, please consult your instructor prior to turning in the final draft.

Disability Services: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center & Writing Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

Tentative Course Schedule
English 3402: Methods of Teaching Literature in Secondary Schools

Unit I. Standards-Based & Research-Supported Instructional Design

[CC.9-12.R.L.1-3, 9; CC.9-12.R.L.1-6; CC.9-12.W.1-2,4,7; CC.9-12.R.H.1-2]

Week #1: Expectations for the English Language Arts Classroom

T 1/8 – Course Introduction & Overview

Post-Class Reading: *Common Core Maps*, Grade 9, Units 1-6 (D2L)

Journal Prompt: After (re)familiarizing yourself with the 9-12 ELA Common Core Standards (http://www.isbe.net/common_core/pdf/ELA_common_core_standards.pdf),

reflect on some of the strands/standards that you feel best prepared to teach toward at this point in your training and note areas where professional development is needed as well.

R 1/10 – Standards-Based Backwards Course Design/Implementing the Common Core Standards

Prepared Reading: *Design*, Chapters 1, 4, 8, 9

Week #2: Instructional Planning

T 1/15 –Scaffolding Instruction / Unit & Lesson Planning

Prepared Reading: *Design*, Chapters 10, 11, 13, 14

R 1/17 – Capitalizing on New Media Literacy /Drawing upon Prior Knowledge & Student

Interest / Peer Review

Prepared Reading: *Notice & Note*, Part I-Chapters 1, 2, & 3; *Participatory*, Chapters 2 & 3

Recommended Reading: *Participatory*, Chapters 4 & 5

Book Club Preference Slip due

Rough Draft of Literacy Narrative Must be in Class

Week #3: Text Selection

T 1/22 – Adolescent Reading Practices / CCSS Exemplar Texts/Lexile Measures / Researching 21st Century Pedagogy

Prepared Reading: *Participatory*, Chapter 7, 8, 12; *Notice & Note*, Part I-Chapters 8 & 9

Recommended Reading: *Participatory*, Chapter 6

Assignment Due: Literacy Narrative

Have Pedagogy Research/Sources in Class

R 1/24 –Student Interest Inventories/ Using YA Literature / Crafting Anticipatory Activities

Prepared Reading: *Design*, Chapter 3 & *Literacy*, Chapter 6, 18

Recommended Reading: *Reading Reasons & Readicide* Appendixes (D2L)

Must Have Young Adult Book Review Notes in Class

Week #4: Aligning Instructional Practices with Pedagogy Research

T 1/29 – Reading for Argument/ Crafting Arguments Concerning 21st Century Pedagogy/ Peer Review

Prepared Reading: *Close Reading*, Chapter 1 & 2 (D2L); *Max Teaching*, Part I

Journal Prompt: As you read through the lessons/teaching strategies in Mini-Lessons for Literature Circles and Notice & Note over the next few class periods, make lists in your journal of your 3-5 favorite and least favorite lessons/strategies presented in each text. Include a rationale for why you liked or did not like these. These may be checked as noted on the syllabus.

Completed Rough Draft of Aligning Practices Essay Due for Peer Review

R 1/31 – Comparative Media Study/Using Adaptation in the Literature Classroom / Teaching Close Reading & Media Literacy Skills
Prepared Reading: *Notice & Note*, Part I-Chapters 6 & 7 & Part II-Chapter 1-7
In-Class Assignment: Film Justification Letter
Assignment Due: Aligning Your Practices with Pedagogy Report & Lesson Rankings

Week #5: Reading Beyond the Canon

T 2/5 – Young Adult Literature – Discussion Day / Choosing Developmentally Appropriate Texts & Themes / Close Reading for Language & Structure
Prepared Reading: *Speak*, First & Second Marking Period; *MAX Teaching*, Part II
Assignment Due: *Speak*, Reflection Piece & Lesson Rankings

R 2/7 – Young Adult Literature – Discussion Day / Teaching Difficult Subject Matter / Censorship in the Classroom
Prepared Reading: *Speak*, Third & Fourth Marking Period; *Mini-Lessons* Chapter 1-10
Recommended Reading: Censorship Articles (course pack)
Assignment Due: *Speak*, Reflection Piece & Lesson Rankings
Bring a censored book to class (or a book/passage you would find problematic to teach in a secondary setting)

Unit II. Differentiating Instruction to Meet Students Needs

[CC.9-12.L.3-4; CC.9-12.R.L.1-5; CC.9-12.R.I.1, 5-6]

Week #6: Reading Comprehension

T 2/12 – Developing Vocabulary & Vocabulary Acquisition Skills / Teaching Literature to Struggling Readers
Prepared Reading: *Literacy*, Chapters 7; *Do I Really Have To Teach Reading*, Ch 1-4 (D2L)
Journal Prompt: Throughout these next class periods as you read about struggling readers (be they reluctant readers or second language learners), reflect on the material presented in the readings and note the teaching strategies you plan to adopt in your class when differentiating instruction.
Assignment Due: Speak Lesson Plan

R 2/14 – Best Practices for ELL Instruction / Community Literacy
Prepared Reading: *50 Strategies*, Chapters 4, 9, 24, 36, 42; *Teaching English Language Learners*, Chapter 6; *The SIOP Model*, Chapter 1
No Class / Release for Required Teaching ESL / Teaching English Abroad Panel Next Week

Week #7: Teaching Reading Strategies

T 2/19 – Student Delivery of Mini-Lessons/Presentations / ELL Strategies
Prepared Reading: *The SIOP Model*, Chapters 2, 3, 4, 5
Journal Prompt: Throughout these three class periods of mini-lesson presentations, record ideas from your peers' presentations that you might adopt/adapt in your own class.

R 2/21 – Student Delivery of Mini-Lessons/Presentations
Prepared Reading: *Common Core Maps*, Grade 10, Units 1-6 (D2L)
Assignment Due: Course Design

Week #8: Modeling Close Reading Practices

T 2/26 – Student Delivery of Mini-Lessons/Presentations

Prepared Reading: *Common Core Maps*, Grade 11 & 12, Units 1-6 (D2L)

Journal Prompt: After having reviewed the sample curriculum maps for all four grade levels throughout the semester, record your thoughts on this tool. What do you like or not like about them? What ideas were you able to gain from them?

R 2/28 – Book Club Meeting – Modeling Best Practices for Developing Discussion (Speaking & Listening) Skills / Studying Dialect & Practices for Studying Translated Works

Prepared Reading: *Deeper Reading*, p. 11-104 (D2L); Book Club Part I

Journal Prompt: As you work on your unit plan, reflect on Gallagher’s thoughts about how to approach teaching a challenging text within your unit. Which of his strategies do you find useful or unnecessary.

Part III. Interdisciplinary Teaching Practices & Skill Transfer

[CC.9-12.R.L.5-6, 10; CC.9-12.SL.1-6; CC.9-12.R.H.9; CC.9-12.R.ST.1-2]

Week #9: Assessing Student Learning

T 3/5 – Informal vs. Formal Assessment / Authentic Assessments / Assessment Strategies / Rubric Design

Prepared Reading: *Literacy*, Chapter 17 (Assessment) & *So Do They Really Know*, Chapters 1-4 (D2L)

Assignment Due: Framing Assignment/Lesson

R 3/7 – Book Club Meeting – Discussion of Literature / Integrating American Multicultural Literature & World Literatures in Instructional Units / Unit Rationale Peer Edit

Prepared Reading: *Literacy* Chapter 5, & *So Do They Really Know*, Chapters 5-7 (D2L); Book Club Part II

Unit Rationale must be Completed

Spring Break – No Class

Week #10: Cultivating Multicultural Literacy Skills

T 3/19 – Linking Texts Lesson Plan Demonstrations / Making Textual Connections

Prepared Reading: *Notice & Note*, Part I-Chapter 5 & *Reading Reasons*, The Forty Mini-Lessons (D2L)

Journal Prompt: As you review the Mini-Lessons in *Reading Reasons* intended to “sell” students on the importance of developing reading skills, reflect on the lessons you liked and did not like in an entry.

Assignment Due: Linking Texts Lesson & Mini-Lesson Rankings

Course Design Must Be in Class

R 3/21 – Book Club Meeting – Discussion of Literature & Reading Strategies / Situating a Text within a Historical Framework / Teaching Historical Documents in ELA Classrooms / Tracing Literary & Cultural Influences

Prepared Reading: Book Club Part III

Assignment Due: Unit Plan

Week #11: Cross-Curricular Teaching Practices

T 3/26 – Book Club Meeting – Designing Cooperative Learning Lesson Plans & Collaborative Writing Assignments / Out-of-Class Planning Day – No Class

R 3/28– Designing Instructional Tools for Teaching Poetry, Drama & Literary Nonfiction / Close Reading Strategies for Studying Structure, Genre, Format, & Media
Prepared Reading: *Texts & Lessons*, Strategy Lessons 1-22 (D2L)
Journal Prompt: Many of the strategy lessons in *Texts & Lessons* are review and this first section of reading exists primarily as a resource/reference for the next assigned set of reading – the Textual Sets. After you are finished with these two sections, reflect on the textual set approach and the actual textual sets and activities presented in this book. Per usual, note your favorite and least favorites and justify your rankings.
Assignment Due: Drama Lesson Plan

Week #12: Genre Study & Reading Across the Disciplines

T 4/2 – **Required Attendance at the English Studies Conference** (Teacher Education Panel Plus One Other – Two Canceled Class Periods Build into Semester for this Requirement)

R 4/4 – Narrative Practices across Genres & Professional Fields
Prepared Reading: *Texts & Lessons*, Text Sets 1-10 (D2L)
Assignment Due: Teacher Reflection Log (Journal Prompt: include last entry “letter to future self” & prepare list of professional concerns to discuss)

Week #13: Developing Technology & Presentation Skills

T 4/9 – Building Cultural Capital / Technology as a Resource & Outcome of Student Learning
Prepared Reading: *Literacy*, Chapter 3, 10, 14, & 20; *Readicide*, Chapters 1-3 (D2L)
Draft of Clinical Experience Essay Due for Peer Review
(The majority of observation hours must be completed by this date)

R 4/11 – Book Club Presentations – Groups 1 & 2
Assignment Due: Book Club Project Due on Day of Group Presentation

Week #14: Defending Pedagogical Practices to Colleagues, Administrators, & Parents

T 4/16 – Book Club Presentations – Groups 3 & 4
Optional Early Submission Portfolio Deadline for those Student Teaching in Fall (due by 11am)

R 4/18 – Book Club Presentation – Group 5 / Envisioning Your Future Classroom
Prepared Reading: *Literacy*, Chapter 16 & 19
Assignment Due: Professional Portfolio (including observation log, disposition evaluations, and other necessary rubrics)
Live Text Submission of Revised Unit (due by 11:59pm – course grade docked 1% for each day that it is late)

Week #15: Professional Development & Life Long Learning

T 4/23 – Closure Activities / Evaluations / Finding Inspiration Anywhere You Can – *Finding Neverland*
R 4/25 – Finish *Finding Neverland* (response due to D2L)

Finals Week/End of Semester

(Note: Schedule is Subject to Change at Instructor’s Discretion & Readings are Abbreviated by Title)