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ENG 3400-001: Methods of Teaching English

Jerie Weasmer
Eastern Illinois University

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English 3400: Methods of Teaching English  
Spring 1997

Instructor: Dr. Jerie Weasmer  
e-mail: cfjrwl@eiu.edu
Office: 315B  
Hours: T & R 1:15-2:40
Phone: 6972  
M-W-F by Appointment


Requirements: You must complete all parts of all assignments to receive credit for the class. Due to the amount of in-class exchange attendance is mandatory.

Attendance: One absence will be excused without proof of medical or legal emergency. Each subsequent absence will result in a 5 point grade drop. Ten bonus points will be awarded for perfect attendance.

I. Course Description

This course examines the role integrated language arts can play in the middle and high school curriculum. Participants study the practices that drive language arts classrooms and the theories which undergird them. Included are 15 on-site hours and 20 laboratory hours of pre-student teaching clinical experience.

II. Course Objectives

Upon successful completion of this course you will:

1. Be aware of contemporary theories in English education.

2. Understand how oral and written language function as a resource in the construction of knowledge in school and beyond school.

3. Know a variety of strategies for integrating reading, writing, literature, creative dramatics, and speech.

4. Have constructed lesson plans for a language arts unit, incorporating writing, reading, and speaking skills.

5. Be cognizant of current issues in literacy and the teaching of language arts.
6. Be aware of potential challenges posed by multiculturalism and inclusion of special education students and be prepared to individualize to meet the needs of a diverse group.

7. Be acquainted with a range of traditional and alternative assessment strategies.

III. Course Format

A. Writing Workshop: A professional portfolio will document your achievements/philosophy in a concise and concrete form. Writing and sharing writing will be an integral part of this process.

B. Professional Reading: A number of texts/articles beyond the assigned texts will be explored. Responses to all the professional literature will be recorded in a response journal.

C. Discussion: Discussions linking theory to pedagogy and exploring contemporary English education issues will enhance awareness and guide participants toward developing personal teaching theories.

D. Clinical experience: On-site opportunities to observe and teach will afford first hand experience in the schools.

IV. Course Requirements

A. Professional Portfolio

1. Writing workshop

   a. Position essay—Choose an English education issue which nettles you. Read about it and interview 2-3 "experts." Using a minimum of five references, define the issue, take a stand, and give a rationale and support for your position using specific examples (Min. 3 pages in MLA form).

   b. Philosophy of English education—Discuss the personal theories on which your classroom will be grounded. Take into consideration discipline, diverse cultural backgrounds and learning styles, and assessment (2-3 pages in MLA form).

2. Two-week or longer unit plan

   a. Define the objectives of the unit and the materials to be included. Describe assessments
you will use at the close of the unit to
measure its effectiveness.

b. In daily lesson plans (for at least 10 class
sessions) describe objectives, materials
needed, approximate time allotments,
activities, means of evaluation, and
assignments.

c. If the on-site teacher with whom you are
working is willing, carry out this plan.

B. Professional Reading

1. Respond to the assigned readings and to self­
selected readings in your response journal. (Do not
read more than 20 pages before responding.) Cite
the passages/sentences/phrases to which you refer.

2. Respond to others' responses to the assigned and
self-selected readings. Validate your arguments
with citations from your reading.

C. Research Projects

1. Independent project--Select an area of particular
interest in writing pedagogy (i.e. prewriting,
planning, drafting, responding, revising, writing
as process, usage vs. grammar, collaborative
writing, portfolios) to research. Read one book or
a minimum of ten articles (150 pages min.) on the
topic and respond in your journal as you read. [See
attached recommended list., I have these texts and
most are available in the library.] Construct a
one-page single-spaced synopsis of the text(s) plus
Works Cited to distribute to your classmates.
Present the material orally (5-15 minutes).

2. Group project (English Education Conference)--
Select an area of particular interest in English
education (i.e. adolescent literature, teaching the
canon, literary pedagogy, literacy, collaborative
learning, censorship, response journals, gender
issues, evaluation/assessment) to research.

a. Each group member will read one (a different)
book or a minimum of ten articles (150 pages) on
the topic and respond in the professional
journal as s/he reads. Then s/he will prepare a
professional paper in MLA form on the issue or
practice (Min. 3 full pages).
b. Each group will meet and discuss connections and contradictions in the reading and then organize a presentation for the conference, including a synopsis of the material to be covered and a bibliography. Allow 10 minutes per participant plus time to field questions.

V. Evaluation

A. Course grade will be determined by the following:

1. Position essay (25 points)
2. Philosophy of English Education (25 points)
3. Response to assigned readings (50 points)
4. Unit plan including lesson plans (minimum of two weeks) integrating reading, writing, and creative dramatics or speech. Include handouts. (50 points)
5. Mini lesson (including lesson plan) (10 points)
6. Response to peers and secondary essays, journals, presentations (30 points)
7. Portfolio (organization, narratives, clarity, neatness, thoroughness) (20 points)
8. Attitude, preparedness, involvement in class interaction, leadership. (20 points)
9. Independent project (25 points)
10. Group project paper presentation (25 points)

Schedule of Expectations

1/14 Introduction to course--Discussion of syllabus--Interviews/Introduction of class members--Write about pedagogy (prior knowledge) Select topic for independent project. Assignment: 1-45 (Maxwell & Meiser)

1/16 Lesson plans--samples and suggestions Volunteer to teach mini lesson on 1/21--prewriting Assignment: 49-102 (M&M)
1/21 Prewriting strategies: free writing, brainstorming, clustering, outlining, drawing. Use one of these strategies to generate ideas about your project area (You may use your journal and the texts).
Assignment: 105-154 (M&M)

1/23 EVENING 6-9---NO MORNING CLASS--ROOM: CH 307
Guest speaker: Dr. Nel Wiseman, English Dept. Chair, CHS
Topic: Write On, Illinois
Assignment: 157-205 (M&M)

1/28 Share in small groups. Discuss M&M.
Assignment: 207-253 (M&M)

1/30-2/6 Presentations of independent research. One page synopsis with Works Cited to distribute to each class member due.
Assignment: 255-333 (M&M)

2/11 Professional journal due (should include responses to M&M and to self-selected texts). Share and respond. Hand in.

2/13 First draft of position essay due (typed). Small group PQP
Assignment: Revision due 2/20 (Submit in pocket folder)
Atwell--2 chapters (respond in journal) Due

2/18 Discuss responding to writing. Respond to secondary students' writing. Take notes on recurring problems. Volunteer for mini lessons on usage taken from student samples. Due 2/27

2/20 Final draft of position paper due. Silent sharing.
Assignment: 1-33 (Rief) Respond in professional journal

2/25 Guest speaker: Rosalyn Gresens, Placement
Assignment: 35-64 (Rief)

2/27 Mini lessons on usage [taken from student samples]
Assignment: 65-99 (Rief) [included in midterm evaluation]

3/4 Discuss Atwell
Due today: Review all your efforts in the journal, portfolio, essays, response to peer and secondary student writing, mini lesson [if completed], and class discussion. Compose a reflective letter and a course evaluation. Assign yourself a midterm grade based on the quality of your work and the effort extended. Hand in your journal, portfolio, reflective letter, and course evaluation.
Assignment: Independent reading for Conference Presentation

MIDTERM

3/6-3/13 Individual conferences. Establish research project.
Writing Texts

Clearing the Way: Working with Teenage Writers----------------------------------Tom Romano
Composing Processes of Twelfth Graders------------------------------------------Janet Emig
Errors and Expectations---------------------------------------------------Mina Shaughnessy
I Search---------------------------------------------------------------Ken Marcorie
Portfolio Assessment in the Reading Classroom-Writing Classroom--Tierney, Carter, & Desai
Portfolios in the Writing Classroom------------------------------------------Kathleen Yancey
Portfolios: Process and Product---------------------------------------------Belenof & Dickson
Portfolio Portraits---------------------------------------------------------Graves & Sunstein
Process and Portfolios in Writing Instruction--------------------------------Ken Gill, ed.
Small Groups in Writing Workshops------------------------------------------Brooke, Mirtz, & Evans
Taking Stock: The Writing Process Movement in the '90s-----------------------Tobin & Newkirk
Teaching Grammar in Context-----------------------------------------------Constance Weaver
Teaching Poetry Writing to Adolescents (new at lib. F-95)---------------------Tsujimoto
Teachers' Voices: Portfolios in the Classroom--------------------------------Smith and Ylvisaker, eds.
Through Teachers' Eyes------------------------------------------------------Perl & Wilson
Writing Portfolios: A Bridge to Assessment--------------------------------Murphy & Smith
The Writing Teacher's Sourcebook (Selection)--------------------------------Tate & Corbett
Understanding Unreliable Narrators-------------------------------------------Smith
Writing with Power-----------------------------------------------------------Peter Elbow
Writing without Teachers-----------------------------------------------------Peter Elbow

Literacy

Illiterate America----------------------------------------------------------Jonathan Kozol
Hunger of Memory-----------------------------------------------------------Richard Rodriguez
Lives on the Boundary------------------------------------------------------Mike Rose
On Being a Teacher----------------------------------------------------------Jonathan Kozol
Rachel and Her Children-----------------------------------------------------Jonathan Kozol
Savage Inequalities--------------------------------------------------------Jonathan Kozol
There Are No Children Here------------------------------------------------Alex Kotlowitz
Violence of Literacy--------------------------------------------------------Lsbeth Stucky
Ways with Words------------------------------------------------------------Shirley Brice Heath

The Profession

A Place Called School--------------------------------------------------------Goodlad
Among School Children------------------------------------------------------Tracey Kidder
Empowering Education--------------------------------------------------------Ira Short
The English/Language Arts Handbook----------------------------------------Stephen & Susan Tchudi
Experience and Education---------------------------------------------------John Dewey
The Good High School--------------------------------------------------------Sara Lightfoot
How Schools Shortchange Girls----------------------------------------------AAUW
Making the Journey----------------------------------------------------------Leila Christenberry
Multiple Intelligences------------------------------------------------------Howard Gardner
The Quality School----------------------------------------------------------Wm. Glasser
Schoolteacher---------------------------------------------------------------Dan Lortie
Teaching Literature

Literature Instruction----------------------------------------Judith Langer
The Naked Children------------------------------------------Daniel Fader
Reader Response in the Classroom--------------------------Nicholas Karolides
Readings and Feelings: Subjective Criticism----------------Bleich
Response and Analysis: Teaching Literature---------------Robert Probst
Writing Themes About Literature--------------------------Edgar Roberts

Collaborative Learning

Circles of Learning----------------------------------John & Johnson
New Visions of Collaborative Writing---------------------Janis Forman
From Communication to Curriculum------------------------Douglas Barnes

Whole Language

Crossing Over: Whole Language for Secondary English Teachers----------H. Foster
Making Connections: Language and Learning in the Classroom--------Susan Hyndes
Storymaking and Drama-------------------------------------Nancy King
Supporting Whole Language----------------------------------C. Weaver & Henke
Un-Covering the Curriculum: Whole Language to Secondary
and Past Secondary Classrooms-----------------------------K & J Stricklad

Reading

Content Reading and Literacy--------------------------Alverman and Phelps
Reading in the Middle School------------------------------G. Duffy, ed.
Teaching Through Text------------------------------------McKenna and Robinson
While Language Strategies for Secondary Students----------Carol Gilles, et. al