Instructors: Fred Preston and Charles Titus

Offices: 315A Coleman and 216A Coleman

Phones: 6302/345-3780 and 6502/345-8003

Introduction: This course is experimental in nature and is the result of collaboration among the Honors Program, the Illinois Math and Science Academy, the English Department, the History Department, and the Associate Vice President's office.

The students entering this class must have at least a 3.5 GPA and approval from the department representative (Preston/Titus) for admission.

The purpose of the course is to prepare teachers who will take an interdisciplinary approach to teaching at the secondary level, who have a willingness to experiment with teaching methods, and who trust students to be meaningful partners in the learning and teaching processes.

The students completing this program will student teach in an IMSA Partner School and will receive the benefit of supervision not only by Eastern Illinois University but also by the academy.
ENG/SOS 3400
Spring Term, 1957

COMMENT ON THIS SYLLABUS

Because this is an experimental class, this syllabus should be regarded as a work in progress with the understanding that it may be changed at any time. Changes are very likely to be made as the instructors continue to explore the possibilities of the course and it might also be changed based upon input from the class. All changes will be discussed with you.

COURSE DESCRIPTION

This class addresses the aims and objectives of teaching English and Social Studies in secondary schools and the materials and methods employed in such teaching. The course requires fifteen (15) on-site clock hours and twenty (20) laboratory clock hours of pre-student teaching clinical experiences. Students will review research on effective teaching practices and methodologies in an interdisciplinary classroom environment, will examine the use of technology in the English and Social Studies classroom, analyze and discuss current educational issues and conduct microteaching at one of the University's Professional Development School sites. In addition students will consider strategies for integrating the English and social studies curricula at the secondary level.

PREREQUISITES

Prerequisites for the class are EDP 3525 and SED 3550 or (ASER students only) SED 3000 and SED 3100.

GOALS OF THE COURSE

This class is designed to help equip you with effective techniques and methods of teaching English, history and the social studies in secondary schools; to help enhance your capability to teach effectively in interdisciplinary classrooms; to introduce you to professional literature related to English and Social Studies education; and to acquaint you with technologies which can be applied to the teaching of English and the social studies. The class will emphasize practical application through microteaching modules, and will be based on constructive learning, peer collaboration, interdisciplinary relationships and research based best practices approaches to teaching.

BELIEF STATEMENTS. We believe that:

- the humanities and the social sciences are important to all people and are unique in making our lives meaningful and productive.
- all people have inherent worth
- all people have an intrinsic desire to learn
the learner plays a central role in the teaching-learning process
interdisciplinary study creates a natural, powerful and synergistic learning environment
civic literacy is a critical element in the effective functioning of a democratic society
the study of literature enriches us and helps provide meaning to our lives

LEARNING EXPERIENCE OUTCOMES

As a result of this class you should be

1. able to prepare complete and usable English and social studies lesson plans, including interdisciplinary lesson plans
2. able to analyze, discuss and critique research studies, journal articles and other components of the professional literature base in English and social studies education
3. able to design an interdisciplinary teaching unit for use in a secondary English and social studies class
4. acquainted with educational technology which can enhance the teaching-learning process
5. familiar with various methodologies for teaching English and social studies, including those which emphasize critical thinking and higher order cognitive skills
6. aware of those conditions exterior to the school which affect the teaching-learning process in school
7. knowledgeable of professional organizations in English and social studies education

STANDARDS OF SIGNIFICANT LEARNING- The following SSIs will help guide the learning experiences of our course*

I. Developing The Tools of Thought
   a. Develop automaticity in skills, concepts and processes that support and enable complex thought.
   b. Construct questions which further understanding, forge connections and deepen meaning.
   c. Evaluate the soundness and relevance of information and reasoning.

ii. Thinking about Thinking
   a. Identify unexamined cultural, historical and personal assumptions that impede inquiry.
III. Extending and Integrating Thought

a. Use appropriate technologies as extensions of the mind.

b. Recognize, pursue and explain substantive connections within and among areas of knowledge.

*Standards of Significant Learning are those developed at the Illinois Math and Science Academy

STRUCTURE OF THE COURSE

The framework of our course consists of three components and a capstone experience. Each of these includes readings, activities and/or other assignments which should help you become an effective English or social studies educator.

COMPONENT ONE
Constructing a Knowledge Base of Teacher Actions

This component is designed to increase your knowledge of those teacher actions which are necessary for all effective teachers.

During this component we will:

a. examine the importance of instructional planning in teaching English and social studies

b. review, analyze and summarize professional literature concerning English and social studies teaching

c. become familiar with teacher behaviors and actions which enhance student cognitive gain

COMPONENT TWO
Practicing The Craft of Teaching

This component is structured to provide you with opportunities to apply the craft of teaching, and to explore alternative methods of English and social studies instruction. During this component, you will:

a. teach English and social studies lessons during micro teaching modules

b. engage in peer evaluation and feedback

c. explore the possibilities of cooperative learning in English and social studies teaching

d. examine the opportunities for critical thinking in English and social studies courses
COMPONENT THREE
Challenges In Contemporary Education

This component is designed to familiarize you with the challenges you may encounter while teaching English and social studies in public schools. During this component, you will:

a. become familiar with student self-perceptions in secondary schools

b. examine the relationship of schools, social problems and teaching

c. examine the concept of student engagement

d. become familiar with professional organizations for English and social studies teachers

CAPSTONE EXPERIENCE

The capstone experience will provide you with three days of hand interaction as a mentee and/or assistant instructor, at the Illinois Math and Science Academy. During the capstone experience you will work with a faculty member in your field as he or she engages in the daily work of teaching at IMAH.

METHODS OF INSTRUCTION will include:

Class Discussion

Some of our class meetings will consist of class discussion at large while others will involve small group discussions. During class discussions of assigned readings, one member of our class will be designated as discussion leader and will assume responsibility for coordinating/leading discussion of the assigned readings at his or her meeting.

Lecture/Demonstration

We may, from time to time, present lectures, demonstrations and explanations of various methods and techniques used in the teaching of English and the social studies in secondary schools.

Projects and Presentations

Projects (and the presentation of these to the rest of the class) will be an integral part of our course, and class members will be asked to engage collaboratively, either in pairs or in teams, in the preparation and presentation of teaching projects throughout the term. Portfolios will be compiled from the resulting work.
Micro-teaching

Each member of our class will teach four formal lessons during the course. Two of them will be taught to peers in class; the other two will be taught on site at Bellingham High School. Two of the lessons will be in your discipline; two will be inter-disciplinary lessons with a colleague.

Class Journal

You will use the class journal to record observations, reflections, ideas and beliefs about the teaching-learning process and to frame questions related to matters addressed in our class or encountered during your reading.

RCI Responses (Reflective, Critical, integrative)

At the conclusion of specified class meetings or following specified readings, you should consider in your journal the following questions:

1. What was the purpose of this reading/discussion?
2. What are the implications for my own teaching?
3. Why is this important?
4. How has the idea or concept addressed changed my view about teaching?

*modeled on RCI responses developed at the Illinois Science Academy

Article Analysis

You will read and analyze a range of written materials concerning English and social studies education, the teaching-learning process, and schools and society. These readings will include chapters from the course texts, articles from professional journals and book chapters or excerpts. A written analysis of some of these will be turned in for credit.

Project Presentations

You will work collaboratively with fellow students on projects related to the preparation of interdisciplinary teaching units and educational issues and then present these in our class.

Course Requirements

Fifteen hours of on-site (off campus), observation/participation. Twenty hours of in-class laboratory work to include:

- Analysis of professional articles
- Guest presentations by resource persons
- Preparation of a teaching unit, research on a major educational issue, and presentation of these in class
micro-teaching modules and lesson plans
group discussions

Evaluation

Written assignments (including journal) ........... 10 per cent
Presentations of projects ................................ 20 per cent
Microteaching modules .................................. 40 per cent
Class Meeting Calendar

COMPONENT ONE:
Constructing a Knowledge Base or Methodology

JANUARY

14 (TUES) Introduction to the course and to each other; distribution of the syllabus.

Assignments


Eng: Read "Teaching and Learning English Language Arts," Mon. 1-16

16 (THURS) Discuss readings and syllabus.

Assignment

Class: Read "After You, My Dear Alphonse." After reading the short story the first time, note responses and questions resulting from that reading in your journals. Re-read the story and follow the same procedure. Bring your journals to class on the 21st. Also, bring a lesson plan format, method which you have found to be effective.

21 (TUES) Discuss "Alphonse" and your responses. Then we will examine the lesson formats you have brought to class for common features. We will prepare, in class, a lesson plan for a one period English/Social Studies lesson based upon "Alphonse."

Assignment

Class: Read Asking the Right Question by Selma Nasserman


Eng: Read: Handouts on questions for the English Class

22 (THURS) Discuss lesson plans ("Alphonse") and assign readings.

25 (TUES) SCOTT CRITIQUE DUE! Discussion of ways to help students question as they read.

30 (THURS) Guest speaker "Technology in the Classroom."
30 (THURS Continued) Assignment

Class: Read "Using the Literature of Liz Welser and Selected Poetry to Teach the Holocaust in the Secondary Classroom" by Carol Banks in The Social Studies, May-June, 1996 (in reserve).

Hist/SS: Read "How To Teach History Effectively" by C. Flin Rissing in History Matters, Volume 9, No. 10, June, 1996 (in reserve in Booth Library).

FEBRUARY

4 (TUES) DOOLEY CRITIQUE DUE! The Interdisciplinary Classroom: Discussion of the Dooley, Banks, Scott, Frant, and VanSledright, and Rissing articles.

Assignment

Hist/SS: Read pages 115-122 "Grouping Students for Learning in Teaching Social Studies in Middle and Secondary Schools.

9 (THURS) Filmstrip: "Cooperative and Student Team Learning"--Robert Slavin. Handout: "Jigsaw II".

Assignment

Class: Bring Class Journals

11 (TUES) In-class discussion of ideas and questions from the class journals

COMPONENT TWO

Practicing the Craft of Teaching


15 (THURS) Microteaching

18 (TUES) Microteaching

20 (THURS) Microteaching

25 (TUES) Microteaching ASSIGNMENT:

27 (THURS) Guest Speaker Doug Davis - teaching with Technology.

MARCH
4 (TUES) Presentation of Teaching Unit - Team 1
6 (THURS) Presentation of Teaching Unit - Team 2
11 (TUES) Goodman and Hirsch review essays due; Discussion of the Hirsch and Goodman articles
13 (THURS) Microteaching - Elfinham high school.

Assignment


16 (TUES) Spring break - no class
18 (THURS) Spring break - no class

27 (THURS) Teaching Writing in the English and Social Studies Classroom.

April

1 (TUES) Teaching Writing in the English and Social Studies Classroom.
3 (THURS) Teaching Writing in the English and Social Studies Classroom--Assessing and Grading Papers.

Assignment

Class: Assess student papers.

COMPONENT THREE
Challenges in Contemporary Schools

5 (TUES) Microteaching Teams 1 and 2
10 (THURS) Microteaching Teams 1 and 2
15 (TUES) Guest speakers - Student teachers. We will ask some of our current student teachers to meet with you to share their experiences with us.

17 (THURS) Microteaching at Elfinham high school - 1 team.

Assignment

22 (TUES) Debriefing of Billingham high school microteaching...
Lessons Learned.

24 (THURS) Presentation of Key Educational Issue Study Team 1.

29 (TUES) Presentation of Key Educational Issue Study Team 2.

1 (THURS) Guest Speaker--Illinois Math and Science Teachers.
# Hand-in Assignments and Due Dates

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<tr>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Lesson Plan based on &quot;After You, My Dear Alphonse&quot;</td>
<td>1-23</td>
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<td>Review/critique (3-4 pages) of the Scott article</td>
<td>1-28</td>
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<tr>
<td>&quot;Historical Literature and Democratic Education&quot; by John Scott. (on reserve in Booth Library)</td>
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<tr>
<td>review/critique (3-4 pages) of the Dooley article</td>
<td>2-4</td>
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<tr>
<td>&quot;Designing Writing Activities for the Social Studies Curriculum&quot; by Cindy Dooley in <em>Issues Current in the Social Studies</em>, Fall, 1993, 1-4 (on reserve)</td>
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<tr>
<td>Essay Review of Goodman &amp; Hirsch articles (3-4 pages)</td>
<td>3-11</td>
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<td>&quot;Realities Revenge: Research and Ideology&quot; by E.D. Hirsch, 4-6 and 31-46 in <em>The American Educator</em> 20, No. 3 (Fall, 1996).</td>
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<tr>
<td>Interdisciplinary Teaching Unit</td>
<td>3-4/6</td>
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<td>(Instructions will be given later)</td>
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<tr>
<td>Analysis of a key educational issue (teams)</td>
<td>4-24/29</td>
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