Teacher's Statement of Purpose: In this course, we will enjoy, explore, analyze, demonstrate, and critique approaches to teaching English in middle and high school. We will converse about various theories of reading, writing, literacies, discourses, rhetoric, and other facets of the field of English. This course is designed to help you develop strategies for designing a professional life that is rewarding, lively, and manageable. Your work (as individuals and collaborators) includes:

- developing a professional persona
- assembling a resource library (a tool kit of theories and practices)
- demonstrating instructional strategies
- collaborating to compose lessons and units

My goal is for you to feel emotionally and intellectually prepared for student teaching. I will try to provide a relaxed environment for inquiry and growth and demonstrate a variety of instructional techniques. Supporting you as you gain expertise is a goal all members of the class share.

Expectations for Students: Begin to think of yourselves as professionals (be well-prepared, curious, and willing to contribute to the learning community); complete all work; produce high-quality materials; expect the best of yourself; be self-critical and provide supportive critique to classmates.

Policies:
Attendance: If you miss a class, you are still responsible for the work. After two absences, we must weigh your commitment to the course against circumstances that are interfering with it. Because learning is social and constructive, everybody has joint roles to play (individual and team member).
Assessment: There are columns on your class schedule that lists the "items" (readings and products) that are due on particular days. For these, I will assign a daily participation grade (includes your contributions to class conversations). In addition, I will provide a range of experiences that we will assess collaboratively, preparing grading rubrics as a class exercise. Tentatively, I expect participation to be a fourth of your grade; teaching demonstrations and major projects (mid-term exam, autobiographical scrapbook and multi-genre paper) the other three fourths.

Required texts
Ashton-Warner, Teacher
Atwell, In the Middle
Baynham, Literacy Practices
Burke, English Teacher's Companion
Gaughan, Cultural Reflections
Tchudi and Miller, Exploring and Teaching

Supplements
Edelsky, Making Justice our Project
Garay and Bernhardt, Expanding Literacies
Hannaford, Smart Moves
Lindemann, Rhetoric for Writing Teachers
Kegen, In Over Our Heads
Meyers, Changing our Minds
Noden, Image Grammar
Romano, Blending Genre
Weaver, Grammar in Context
Stand and Deliver
To Sir With Love
And others
• I reserve the right to make changes in the syllabus to benefit students

**MTU Policy on Academic Integrity:** Plagiarism and cheating are serious academic offenses. MTU’s Academic Integrity Policy defines plagiarism as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation,” and the policy covers copying sections or entire papers from printed or electronic sources as well as handing in papers written by students for other classes or purchasing academic papers. Plagiarism and cheating are not only dishonest but they cheat you out of learning. If you ever have any questions about this issue, or about how to cite someone else’s work properly, please talk with me or consult a coach in the Writing Center.

**MTU’s Policy on Discrimination and Harassment:** MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act (ADA) of 1990. If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please contact Dr. Gloria Melton in the Dean’s Office (7-2212). For other concerns about discrimination, you may talk with your teacher, your advisor, a department chair, or the Affirmative Action Officer (7-3310).
<table>
<thead>
<tr>
<th>Conversation</th>
<th>Readings Due</th>
<th>Products Due</th>
<th>Workshop</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>I. Philosophy of</td>
<td>Read A-W out of class. Other readings (Kegan,</td>
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<td>teaching Discussion &amp;</td>
<td>Hannaford, etc. Show phil. samples</td>
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<td>Survey. Overview of</td>
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<td>class. Other</td>
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<td>Hannaford, etc.</td>
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<td>Show phil. samples</td>
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<tr>
<td>Mon 8/27</td>
<td>Introductions: Why are we here?</td>
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<td>Nametags</td>
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<td>Ashton-Warner (to p. 58)</td>
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<tr>
<td>Wed 8/29</td>
<td>What do you want to teach?</td>
<td>Survey</td>
<td>LifeMap /Narrative</td>
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<td>Ashton-Warner (to p. 101)</td>
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<td>(epistemologies of</td>
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<td>teaching and learning)</td>
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<tr>
<td>Fri 8/31</td>
<td>Who are your students? How</td>
<td>3 substantive</td>
<td>Walking through the</td>
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<td>do they learn? Where are they</td>
<td>questions</td>
<td>schoolhouse door</td>
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<td>and what do they know?</td>
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<td>Week 2</td>
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<td>• Craft of Teaching</td>
<td>In class readings on craft,</td>
<td>List methods</td>
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<td>Teacher process</td>
<td>creativity and teaching. . .</td>
<td>--Best</td>
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<td>model</td>
<td>(handouts: Weaver, etc.)</td>
<td>practices</td>
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<td>(using maps</td>
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<td>and lists,</td>
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<td>sketch methods)</td>
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<td>Mon 9/3</td>
<td>Creative Teaching</td>
<td>Ashton-Warner</td>
<td>Michigan ELA</td>
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<td>(finish)</td>
<td>(to p. 58)</td>
<td>Standards</td>
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<td>Wed 9/5</td>
<td>Metaphors of Teaching</td>
<td>2-page A-W</td>
<td>&quot;Naming&quot;</td>
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<td>Setting Goals</td>
<td>response</td>
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<td>Fri 9/7</td>
<td>Gaughan (to p. 85)</td>
<td>Philosophy of</td>
<td>Field Trip</td>
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<td>Teaching</td>
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<td>(draft)</td>
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<tr>
<td>Conversation</td>
<td>Readings Due</td>
<td>Products Due</td>
<td>Workshop</td>
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<td><strong>Week 3</strong></td>
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<td></td>
<td>• Classroom Culture</td>
<td>Structure</td>
<td>Expectations</td>
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<tr>
<td>Mon 9/10</td>
<td>Instructional Units Theme-based</td>
<td>Gaughan (to p. 135)</td>
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<tr>
<td>Wed 9/12</td>
<td>Management In class readings from Wong and CM</td>
<td>Gaughan (finish)</td>
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<td>Fri 9/14</td>
<td>How democratic is the classroom?</td>
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<td><strong>Week 4</strong></td>
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<td>• Intro to Genre Rhetorical situations and &quot;virtue&quot;</td>
<td>In-class readings/intro to rhet. (persuasion...)</td>
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<tr>
<td>Mon 9/17</td>
<td>(Oral) discourses</td>
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<td>Wed 9/19</td>
<td>Visual representations</td>
<td>Images of text Texts of images</td>
<td>Bring 12 ads to class</td>
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<tr>
<td>Fri 9/21</td>
<td></td>
<td>List of questions</td>
<td>Field Trip</td>
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September 24, 26, 28

- Continue building "fantasy and reality"
- Introduction to teaching film, t.v., and literature
- Overview Chapter 7, Tchudi-Miller (T-M)
- Read T-M. p. 102-105; 235-238 in class, then read the rest of Chapter 7: “Organizing to teach literature” for homework.

M
- Use in class Chapter 12 of T-M, focus on p. 341-347
- Introduction to writing lesson plans
- Stating instructional objectives
- Due on Wed. Oct 3: Finished Thematic Unit, written collaboratively. Attach the following—
  - Individual reflections on process
  - Individual lesson plan for each week (four per person)
  - Individual classroom management plan

W
- Attend Workshop on Native American Rhetoric
- Make notes / write reflection / record 3 questions to pursue
- For homework, continue work on thematic unit
- Readings (to be announced)

F
- Classroom management plans and techniques
- Finishing thematic unit
- Introduce language in context: the autobiographical scrapbook (prepare a short proposal memo for Oct. 8, instructions to follow)
- Begin reading Mike Baynham’s *Literacy Practices* (Chapter 1 for Friday — bring three discussion topics of your choice)

M
- Hand in thematic unit
- Introduction to learning systems
- Read handout (Hannaford, etc.) for Friday

W
- View educational film (learning disabilities)
- Discuss Baynham
- Read Chapters 2 & 3 for Monday
- Record key terms to discuss for Monday
October 8, 10, 12

M
• Hand in memo on a-b scrapbook
• AB Scrapbook Self Portrait lesson—writer as artist (you are what you eat . . . and write, read, see, speak, and hear)
• Baynham (chapter 2) discussion, typed one-pager due

W
• Bring drafts of a-b scrapbook to class, discuss progress, process
• Hand in progress report memo (one page)
• Mini-lesson
• 9:45—Work in CCLI

F
• A freebie! Do research, write, catch up on readings. Another one-pager on Baynham, Chapter 3 (just pages 73–94) is due on Monday.
I will prepare a mid-term evaluation of each student based on my observations up until October 19. Your grade will be derived from your classroom participation and the writing you’ve done. Engagement, professionalism, thoroughness, and high quality writing are valued here.

• • • Re Baynham: Divide up Chapters 5, 6, 7 between students. Each student responsible for guiding discussion on the chapter they present. Must use at least one overhead • • •

October 15, 17, 19

M
• 8:05, meet at Dollar Bay HS, Lynn Lanala’s classroom (be prepared to take notes, bring questions)
• 10:00, meet in 143 Walker, hand in one-pager on Baynham (Ch. 3), discuss
• Debrief: what was going on in the classroom?

W
• Hand in mid-stage scrapbook progress report
• Share drafts of a-b scrapbook pieces, guiding reader toward issues you need help with. Be prepared to discuss the process you follow for crafting a piece of writing. Is it the same with each genre?
• 9:45 — Work in CCLI
F
• Meet at Houghton HS office @ 10:00, Dan Junttila's classroom (notes, questions)

**October 22, 24, 26**
M
• Jill Arola presentation
• Hand in mid-term reflection
W
• Final Workshop on a-b scrapbook. Presentation to class. Let me know if you need to reserve a different space or need to use some kind of technology
  
  Your reflection on the process of doing the scrapbook pieces is extremely important; your evaluation of this activity as a way to structure writing workshop; your scrapbook pieces and how they came together for you; what obstacles you confronted in your writing; what you learned; what significant changes you decided upon, etc.

F
• Introduction to the Multi-genre research paper, due December___________
• Hand in the final scrapbook

**October 29, 31, Nov. 2**
M
• Films and discussion (Stand and Deliver)
W
• Films and discussion (S and D, Dangerous Minds)
F
• Film and discussion (Dangerous Minds)

**November 5, 7, 9**
M
• Visiting Hancock High School (Julie Way)— 9:30 at the school
W
• Kirsti Arko’s visit to class: surviving student teaching and entering graduate school ;•)
Introducing the multi-genre paper
F
• Research Day. Prepare a list of possible subjects for your research paper. These can be historic events, people, books, films, other topics. A research proposal will be due after break (on Wed, 11/28)

NOVEMBER 12, 14, 16
M
• Multi-genre lessons; due: chapters from Romano, etc. handed out on 10/22

W
• Finish chapters 4, 5, 6, 7 in one class session. Christi's report.

F
• Day off

NOVEMBER BREAK
SEE YOU ON 11/26