Methods courses are a time for pre-service teachers to begin the process of becoming a member of the field of English Education, the contexts you will contribute to and be shaped by; the relationships that will support and challenge you; and the changes that you will begin to undergo. Here is where we develop ways of observing and assessing teachers, students, and ourselves; where we begin to refine our philosophy of teaching; where we learn to engage adolescents in meaningful conversations about the world. I hope you are excited to inquire into the different methods teachers use when they teach, the theories those methods reveal, and the diversity of ways in which students learn. And most of all, I hope that when you take the next step, you won’t forget what it felt like to wear the shoes of the learner. Successful teachers are eager learners, not easy learners!

Activities and Objectives: By observing classrooms, reading and discussing teaching narratives and other texts, writing a lot, practicing methods based on instructional sequences we design, we will encounter a variety of approaches to thinking about and teaching English in middle and high school. Much of class time will be dedicated to discussions about teaching. The discussions, readings, and writings you produce in the course should help you begin to design a rewarding teaching life. Our work (as individuals and collaborators) encompasses:

- composing philosophies and methods of teaching
- developing a professional identity
- assembling a resource library (a tool kit of materials, 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 an environment for inquiry and growth—please ask questions, share impressions, and provide insights. Supporting ourselves as we gain expertise is a goal all members of the class share.
General expectations for students: Begin to think of yourselves as professionals — be engaged: 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.

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. Your grade will begin to drop if you are absent. Because learning is social and constructive, everybody has joint roles to play (individual and team member).

Assignments: 1400 pts available.

Class work
Readings
Journals
Autobiographical scrapbook
Research paper on educational topic of choice
Out of class experiences (school visits, literacy talk show, etc)
Lesson and unit plans
Final portfolio

Required texts
Atwell, N. In the Middle
Johnson, E. Contextual Teaching and Learning
Lee, H. To Kill a Mockingbird
Rose, M. Possible Lives
Tchudi and Miller, Exploring and Teaching the English Language Arts
Various articles

Supplementary texts for your use
Edelsky, Making Justice our Project
Garay and Bernhardt, Expanding Literacies
Hannaford, Smart Moves
Lindemann, Rhetoric for Writing Teachers
Kegan, 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
NCTE journals
And many others
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)

This syllabus is not final; it will be revised as the semester progresses to benefit students.

"Contexts, Relationships and Change"

Week One, a friendly conversation
Mon 8/25 Introductions and handouts (Gibran; attitudes; dept. standards; Alfie, job sheets)
Wed 8/27 9:05-10:00 Reading/writing workshop; 10:10 - 11:00 discuss handouts
Fri 8/29 Topics and issues in English education and teacher preparation (testing, standards, no child left behind, technology, teacher and student retention)

Week Two, discovering Contextual Teaching and Learning, chapters 1-4
Mon 9/1 Labor Day, no class
Wed 9/3 9:05-10:00 Reading/writing workshop; 10:10 - 11:00 discuss CTL
Fri 9/5 Introduce Project #1: The Autobiographical Scrapbook. Design a life map.

Week Three CTL, chapters 5-8
Mon 9/8 9:05-10:00 Reading/writing workshop; 10:10 - 11:00 CTL discussion
Wed 9/10 9:05-10:00 Reading/writing workshop; 10:10 - 11:00 CTL discussion
Fri 9/12 Mini lessons: genre. Please turn in 4 CTL responses

"Constructing a Learning Community"

Week Four Exploring and Teaching Chapter 1 – 3
Mon 9/15 9:05-10:00 Reading/writing workshop; 10:10 -- 11:00 discussion
Wed 9/17 9:05-10:00 Reading/writing workshop; 10:10 -- 11:00 discussion
Fri 9/19 Mini lesson: style and grace. Please turn in 4 discussion extensions
<table>
<thead>
<tr>
<th>Dates/themes</th>
<th>Readings/discussions</th>
<th>Assignments due</th>
<th>Quests and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19, Fri</td>
<td>Individuality and collaboration. Jigsaw technique; literature circle; thematic units</td>
<td>4 discussion responses</td>
<td>Mini lesson: style &amp; grace. In-class revision demo based on scrapbook piece</td>
</tr>
<tr>
<td>9/22 The Conditions required for swimming</td>
<td></td>
<td></td>
<td>Reader Response Discourse community</td>
</tr>
<tr>
<td>9/24 Flotation devices</td>
<td></td>
<td></td>
<td>Training Classroom lexicon Classroom management</td>
</tr>
<tr>
<td>9/26, Fri. The high dive</td>
<td>Talking to “stakeholders”</td>
<td>Atwell, Ch. 6; Ch. 7-9 selectively</td>
<td>Workshop cover letter (draft in class)</td>
</tr>
<tr>
<td>9/29 Narrative and fiction writing</td>
<td></td>
<td>Atwell, Ch. 11,12 Tchudi &amp; Miller, Ch. 5</td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td></td>
<td>Tchudi &amp; Miller, Ch. 7</td>
<td>Organizing to teach literature</td>
</tr>
<tr>
<td>10/3, Fri.</td>
<td></td>
<td>Turn in 4 responses</td>
<td>Organizing principles for teaching units Rubrics and checklists for scrapbook</td>
</tr>
<tr>
<td>10/6</td>
<td></td>
<td>Tchudi &amp; Miller, Ch. 6</td>
<td>Introducing <em>Mockingbird</em></td>
</tr>
<tr>
<td>Dates/themes</td>
<td>Readings/discussions</td>
<td>Assignments due</td>
<td>Quests and Objectives</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>9/3 - Inquiry and Expertise. assessment, goals, principles, attitudes, pedagogy</td>
<td>Setting own objectives. What do I do well now; what do I want to learn?</td>
<td>Chapters 1-4 of CTL.</td>
<td>Review objectives, students get list and set their goals (prioritize, add). What do you want to make? Know? Do?</td>
</tr>
<tr>
<td>9/5, Fri How have our contexts shaped our views of teaching and education?</td>
<td>CTL and The Autobiographical Scrapbook of Literacy, Learning, and Teaching</td>
<td>Chapters 1-4 of CTL.</td>
<td>Draw “life maps” and explain assignment; hand out 8th grade packet for critique and revision</td>
</tr>
<tr>
<td>9/8 Sine qua non: The grounds upon which we make pedagogical decisions.</td>
<td>CTL discussion</td>
<td>Chapters 5-8 of CTL.</td>
<td>More mapping: literacy, learning, teaching.</td>
</tr>
<tr>
<td>9/10</td>
<td>CTL discussion</td>
<td>Chapters 5-8 of CTL.</td>
<td>Mini-lesson: understanding genre. Class makes peer review rubrics for scrapbook pieces (revision)</td>
</tr>
<tr>
<td>9/12, Fri</td>
<td>4 CTL or other reading responses</td>
<td>Visit Hancock Middle School 9 a.m. Have questions for the principal.</td>
<td></td>
</tr>
<tr>
<td>9/15 Constructing a Learning Community: into the Workshop</td>
<td>E and T discussion: The teaching process model, etc</td>
<td>Chapters 1 - 3, Tchudi and Miller Draft of scrapbook piece: learning / teaching essay (revising the narrative)</td>
<td>Swap drafts, then use peer review rubric to respond to a classmate’s essay for homework</td>
</tr>
<tr>
<td>9/17</td>
<td>Tchudi and Miller, Ch 1-3</td>
<td>Peer editing workshop</td>
<td></td>
</tr>
</tbody>
</table>