Welcome to HU4140!

Mission of HU 4140
Methods of teaching English engages students in exploring teaching practices in Middle and High School. Students will reflect on how contexts of teaching, and relationships between and among people and text, influence pedagogical choices.

Vision of HU4140
Students in HU4140 are encouraged to consciously design their teaching methods, materials, and goals. To this end, they will develop expertise and confidence in the teaching of writing, reading, and literature as they

- participate in every class
- complete all assignments
- reflect on evolving self and growing knowledge as it relates to individual's established goals
- conduct, with a partner, two workshops: 45 min. each (one workshop that includes lecture, discussion, and activity based on a novel or short story; and one workshop that includes instruction in writing
- develop a well-researched teaching file (a unit organized around a novel, set of short stories, or theme) including lessons and materials to use and share with others.
- expand teaching portfolio beyond that required by the MTU Education Department
- design and carry out a major project that requires classroom fieldwork and scholarly research and results in useful knowledge

Students in HU4140 will set individual goals for the course, adding new knowledge to learning community; to read all materials thoroughly; to write with care and quality; to speak and listen with honesty and compassion; to come to every class expecting the best of themselves and others; to inform the instructor immediately if life's circumstances are interfering with their commitment to the course; and to immerse themselves with joy in their area of expertise.

The instructor of HU4140 will provide enriching materials and use class time well; communicate clearly and carefully; attend each class well-prepared; attend to needs of individual students; provide feedback and assessment in a timely manner; and immerse herself with joy in the subject matter of English language arts.

Participatory Attendance Policy
You are granted one missed class (we only meet together 14 times). After that, a missed class will result in a loss of 20/200 total points available for active and engaged attendance. Please contact me if you know you'll miss a class.

Texture of Course
English Education is an astonishingly diverse area of study—that is, English studies looks more like granola these days than it looks like, say, cream of wheat ;-) Thus, the methods of instruction must respond to the diversity of the field. In order to develop the "artist's eye" when it comes to designing reflexive, intriguing, innovative lessons, we will explore a variety of concepts and questions, some of which are included here...

A Few Intriguing Concepts

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<tr>
<th>Context</th>
<th>Philosophy</th>
<th>Maslow's hierarchy</th>
<th>Intelligence</th>
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<tbody>
<tr>
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<td>Method</td>
<td>Flow</td>
<td>Knowledge</td>
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<td>Change</td>
<td>Emotion</td>
<td>Literacies</td>
<td>Wisdom</td>
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<td>Exigency</td>
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My Questions for Teaching
What do human beings need to experience well-being? Does school meet these needs? How? Should it? How can the English teacher and classroom support the developing emotional intelligence of her or his students? How can the English teacher balance the imposed standards with her or his own creative, intuitive desires? How can we use the language arts to shape a more peaceful society? How does language in the classroom replicate a larger culture? Are adolescents harder to reach these days?

Your Questions for Teaching:

Shape of Course
 Intro to the broad field of English Education (all of September)
- Pedagogical Intro: recommended instructional methods of lit, reading, writing, speaking/listening, and research (i.e. "best practices")
- Identity of English teacher (Burke, Kane, Tchudi & Miller, etc)
- Exposure to texts and websites relative to course work
- Introduce educational research methods (select teacher to interview and focal topic)

Review of methods of teaching reading (October)
Planning units of instruction (context suggests instructional methods)
- Organizing concepts (e.g. a novel, big idea, project)
- Community (social contexts)
- Established curriculum

Methods of teaching (and doing) research (information literacy and teacher research)
Methods of teaching literature (October, November: Feed and Lord)
Methods of teaching writing (November, December: writing workshop)

Tests
Anderson, Feed (Provided by instructor)
Atwell, In the Middle (Optional)
Burke, English Teachers Companion
Golding, Lord of the Flies
Kane, My First Year as a Teacher
Sebranek, Kemper, and Meyer, Writers Inc
Tchudi and Miller, Exploring and Teaching the English Language Arts
Additional articles as assigned

Websites (add to the lists others you find)
- 9/7 Lab #1 (Teaching and learning resources: select and explore six from this list)
  - http://www.bestedsites.com/
  - http://www.topenglishteaching.com
  - http://www.infed.org/biblio/knowledge.htm#practical
  - http://www.u.arizona.edu/~bettsj/SemTrans.html
  - http://ttt.osu.edu/suggestions/research/Write_Objectives.shtml
  - http://www.infed.org/thinkers/noddings.htm
  - http://www.park.edu/cetu/quicktips/
  - http://www.education.miami.edu/ep/contemporaryedhome.html
  - www.teachingheart.net/newteacher.html - 12k
9/14 Lab #2 (Professionalization resources: explore all 5)
http://www.ncte.org
http://www.aera.net/Default.aspx?id=973
http://www.ed.gov/pubs/FirstYear/index.html
http://www.michigan.gov/mde
www.ed.gov

Products and Performances

| Contribution to class meetings | 200 |
| Teacher resource file | 100 |
| 10 Reading quizzes | 120 |
| Autobiographical Scrapbook | 100 |
| Article summaries (2 articles per team) | 100 |
| Writing Workshop leader | 40 |
| Literature Workshop leaders | 40 |
| Narrative piece | 200 |
| Expository piece | 100 |

Research methods for the major project must include some on-site observation of a classroom and interview of a teacher. Final product will be a substantial contribution to our shared knowledge, and offer useful information that teachers can implement in the classroom.

Time Management

14 meetings / 14 labs (some as fieldwork in school to support research)
8 students or 4 teams (will present articles—two articles per team = 8 articles. Number of classes Evie teaches solo: All of September.
Number of classes students help teach:
Labs: You will do 14 labs in the CCL or elsewhere (2 clinical labs for intro web searches; 2 creativity labs for scrapbook; 2 collaboration labs for pairs to work on articles; 6 labs for project research and production; 2 labs to prepare for teaching a writing workshop). You are expected to spend at least 2.5 hours per week on lab work, arranged to meet your schedule.

9/7 Lab #1 web review
9/14 Lab #2 web review
9/21 Lab #3 creativity lab, lifemap
9/28 Lab #4 creativity lab, scrapbook
10/5 Lab #5 project fieldwork (teacher interview/observation)
10/12 Lab #6 project fieldwork (teacher follow up/observation)
10/19 Lab #7 article summary collaboration
10/26 Lab #8 article summary collaboration
11/2 Lab #9 prepare literature workshop
11/9 Lab #10 prepare writing workshop
11/16 Lab #11 project development
11/30 Lab #12 project development
12/7 Lab #13 project development
12/12 Lab #14 project development
HU4140 September Schedule
Themes: Identity and expectations • Project: Working on the Autobiographical Scrapbook

9/5 Class Spanning the Gamut: “Why Didn’t I Learn that in College?”
Concepts: Place, Time, Praxis; Goals and Objectives
Activity: I Come From poem
Homework: Tchudi & Miller, Prologue and Ch 1 (history and exploration) and Burke Ch 1-3 (dreams and contexts)

9/7 Lab #1 orienting to the course through texts and websites
Instructions: Overview all texts and visit Lab #1 websites, fill out q & a sheet (bring these to class on 9/12); read syllabus critically. Goals: Creating & Understanding Expectations
Reflection #1: Write a reflection after you have completed the lab. “Where I stand relative to this course.” Purpose: to locate your self with regard to the course material and goals; to raise questions; to establish your own purpose and expectations. Be prepared to discuss all or part of your reflection. Two pages. Due 9/12

9/12 Class: Setting individual goals and objectives
Activity: Discuss lab results and reflections; raise questions; discuss plans for semester
Reading quiz on Burke Ch 1-3 (four components)
Exercise: Writing goals and objectives
Homework: Read Chapter 13 of Tchudi and Miller. Start reading Kane

9/14 Lab #2 Orienting to professional org. websites and intro to research in the field.
Instructions: Visit Lab #2 websites, fill out q & a sheet (bring these to class on 9.19). Goals: Familiarize yourself with state and professional expectations. Scan articles that you and your partner will eventually summarize for class. I will assign these articles to you. Read Burke’s last section on becoming a teacher.
Reflection #2: Write a two-page update to your teaching philosophy. Be prepared to discuss in class on 9/19.

9/19 Class: Philosophy of Teaching; Assessment and self-evaluation.
Reading Quiz: T & M, Ch 13 (Assessment); and Burke Ch 11 (Assessment)
Instruction: Teaching the autobiographical scrapbook
Activity: prewriting our lifemaps
Due: Lab worksheet on professional organizations and discussion.

9/21 Lab #3 Creativity. Construct a life map and prepare to present it in class. Your story visually and orally. Consider your major project and contact a teacher to interview
Homework: T&M Ch 3 and Burke, Ch 10 (creating units)

9/26 Class. Presenting your life maps
Instruction: How to conduct interviews,
Discussion: Designing units: T&M Ch 3 and Burke, Ch 10 (creating units), Kane, 1st half
Prepare questions for teacher interviews

9/28 Lab #4 Creativity. Continue working on pieces for the autobiographical scrapbook, listed here. You may add other pieces if you wish—this is the minimum.
Reflection #2 (Philosophy of Teaching, expanded and informed by work in class)
Life Map
Envelope Poem
Lifetime to-do list (inventory of goals)
Two visual pieces of choice (photo with caption; illustrated poem, etc)