Course Goal: to deeply understand English language arts in its variety of approaches, and be able to creatively and critically apply techniques, concepts, and methods as necessary or appropriate in diverse classrooms.

Course Objectives
- Design and differentiate ELA instruction for MS or HS audiences
- Defend instructional choices
- Inquire into own literacy practices
- Improve own literacy practices
- Establish researched criteria for best practices
- Apply effective teaching strategies in classrooms
- Reflect on teaching practices through apprenticing, discussion, observation, reading, writing, or visual representation
- Meet needs of specified student audiences (by being able to differentiate instruction)
- Build knowledge by sharing perspectives and information with classmates and other professionals
- Understand and increase connections between literate practices and thinking
- Contextualize ELA instruction culturally
- Meet state goals for ELA teachers

Standards • context of teaching
- State standards for teachers (ELGMT)
- Professional standards for teachers
- School expectations for entry-level teachers
- Curriculum expectations for students (MDE and school)
- Community expectations and connections

Texts: (you may return Having our Say)
- Teaching English by Design
- Less is More
- Journal of choice (provided)
- Teaching Students to Write Effective Essays
- In the Middle (optional)
- One childhood book of choice to read and interrogate with the class
- Additional articles assigned as needed

Materials and Supplies
- Notebooks
- Professional websites in your teaching area
- MDE website for standards
- Local schools, teachers, libraries
- Transportation
- Etc

How does the above look to you?
What do you say to the following? In what sense are reading and writing corresponding competencies?

• Writing is the process of constructing meaning through the dynamic interaction among the writer’s knowledge, the audience’s existing knowledge and need, and the understanding facilitated by the written text in context... (Evie’s try at revising the MDE’s def of reading for writing...)

• The act of reading is critical to learning in all subject areas. The English language arts involve several communication processes including reading, listening, speaking, writing, viewing, and visually representing. All six processes are mutually enhancing and essential tools for thinking and learning in all content areas. Since students spend much of their time learning from texts, reading instruction should be embedded and developed in all subject areas. In a broad sense, all teachers are teachers of reading.

• The ultimate goal of reading and writing instruction is to develop independent, strategic, motivated readers and writers who actively engage in reading and writing as a lifelong pursuit for a variety of purposes, such as recreation, economic success, participation in political and social processes, remaining informed, and continuing to learn. (2002, Michigan State Board of Education, adapted)

What does an Entry Level Teacher need to know? What do you want to do and need to learn in order to accomplish your objectives?

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310. I reserve the right to make changes to the syllabus to meet my students’ needs. I welcome thoughtful recommendations from students to improve the course plan.

The interactive nature of this class requires you to attend—if circumstances prevent you from attending, please let me know immediately. Two absences are permitted with reasonable excuses. Just please keep me informed. A third absence will result in a 50 pt. loss. All assignments must be completed in order to receive a grade in this class.

v Reading and Assignments Schedule v

This schedule is subject to change. For example, I intend to add professional journal articles to the readings already scheduled. Let me know if you have a problem with that. I welcome you to my office whenever you would like a conference, or just to visit.

Overview of Weeks one and two • September 2, 9

✓ Examine assignments, texts, and syllabus
✓ Complete the interest inventory
Begin to read primary texts and skim Essays. Take notes, write discussion questions
Understand key terms, expectations of students and teacher;
Receive fieldwork assignments;
Select a journal to read and present;
Identify a big question or idea for their unit;
Begin to design their unit;
Choose a journal presentation day (20 min. presentation and 10 min. discussion)
Identify two extra-curricular professional dev’t activities

Course Overview: You will attend class for the first four evenings. After that, you’ll be apprenticing in a local classroom for six weeks (4 hrs weekly), keeping an apprenticeship journal, and blogging with the class. I will make site visits and be available to you as needed. Take notes and reflect on this experience. Connect your online discussions, when possible, to readings and discussions in class. As of November 11, we’ll meet on Tuesday evenings again. Over the course of the semester, you’ll be expected to attend two extra-curricular educational events—I’ve included three possibilities in the schedule following. Choose two of these, or others we agree will benefit you.

9/2 Introductions & Opening Discussion:
"What are Instructional Methods?"
"What if..."
How do teachers conduct research?
Describing the English teacher's day and year.

9/9 Discuss reading: Smagorinsky to page 66; Campbell to page 42
Critique Ed Dept. Portfolio for student teaching, please bring this to class tonight
Each student reports their findings (visit a professional teaching website)
Visiting teacher—Alternative schools, diverse students, and marginalization
September, TBA Creating and managing a classroom blog, CCLI (optional)

9/15 Invitation to "Discovering Stories" 6:30 at the Ramada Inn, sponsored by the Copper Coun-
try Reading Council (optional)

9/16 Discuss reading: Smagorinsky to page 139; Campbell to page 116
Teaching Essay writing (use Pryle’s book to sketch a lesson plan)
Essay lesson critique
Visiting teacher—Assessment, expository writing, and managing the paper load

9/23 Discuss reading: Smagorinsky to page 223; Campbell to page 175
Visiting teacher—Creative writing, anticipatory sets and essentials of teaching

Start Field Experiences, collecting data, field notes, observations for case study (of student, teacher, or project).

9/30 Blog to student-generated discussion question
10/7 Blog to student-generated discussion question

10/8 Please attend Cynthia Clingman’s Teacher Talk at 4:30 in Walker 134: Writing and Test Scores (optional)

10/14 Blog to student-generated discussion question
10/21 Blog to student-generated discussion question
10/28 Blog to student-generated discussion question
11/4 Blog to student-generated discussion question

Return to MTV Classroom
11/11 Students present journal reviews
11/18 Students teach a lesson from their unit
12/2 Students teach a lesson from their unit
Lesson critique
12/9 Students teach a lesson from their unit
Lesson critique

Exam week: Roundtable discussion of case studies with audience.

Demonstrations of Learning
If you dig in, consider yourself a colleague, prepare well for class, and produce creative, thoughtful, professional-quality work, you will do well.

Points
1. Course Portfolio 150
2. Multi-genre Case Study 200
3. Reflective portfolio letter 50
4. Storybook talk and discussion 50
5. Journal Review 100
6. Journal Discussion 100
7. Unit description with five sequenced lesson plans (this is a paper describing a unit you would like to teach—it shows that you are attending to the needs of various student types, and demonstrates your best professional thinking)
8. Contributions to blogging 100
9. Contributions to class 100
10. Fieldwork evaluation 100

Overview of Assignments
Four-week Unit (not as detailed as the one in HU4150):
✓ Compelling, narrative description and rationale to support your teaching methods—must refer to a theoretical or pedagogical construct, such as a learning theory or subfield of English pedagogy (such as rhetoric, writing workshop, gender studies, ESL, critical literacy, constructivism, expressivism, and so on). Your unit must include a variety of language arts and refer to at least one piece of literature.
✓ One detailed language arts lesson employing literature (novel, short story, essay, other), conducted in our classroom and critiqued
✓ Completed assignment (above)
✓ Four-week unit outline (This is not a detailed ready-to-go unit—although it may be, and it will definitely be the precursor to a real unit you would like to teach.), organized around theme, project, novel, other literature, poetry, or...another concept consistent with curriculum of classroom students participated in (i.e. grant writing proposal).
✓ An annotated list of 15 books, films, and other resources related to your unit
✓ An eye-catching visual layout that is friendly to a reader

Course Portfolio:
• Reflective Letter
• All materials developed during this course
• Reflective writings or summaries of extra-curricular educational participation
• Any other artifacts or writing that would relate to the required pieces (for example if you include a "chapter" on "how my philosophy of teaching has changed")

Multi-Genre Case Study:
The Trouble is my English by Danling Fu, is a book-length ethnography, or case study, of four Laotian students that students in HU4150 study. It exemplifies teacher research similar to your research project. In your apprenticeship fieldwork, connect an interest you have to your site, take notes, formulate a research question, research your topic, and use multiple modes to represent your case. Professional journals and other texts will serve as models to help you develop your ideas. During exam week, we'll get together in a roundtable format to share and discuss our studies. We will invite our host and visitor-teachers.

Reflective Letter: To those familiar with portfolios, you already know that this letter introduces your readers to your portfolio and helps them understand your intentions. It also reveals to the reader what you have learned in the course—and might project some further work or interests you’d like to pursue.

Storybook Talk: Select a storybook aimed at younger kids—preferably a classic—to show something about how this book reflects and helps perpetuate a value or belief about life. You will read or retell the story, then propose an analysis and interpretation. Then engage us in a discussion. You might make the claim that this book would be useful in the classroom to teach something about writing or reading, too.

Journal Review and Discussion: Select a professional journal in the field of English (I can provide this), read it, summarize the articles, and then share with the class the best of what you learned. Feel free to provide some critique as long as you are open-minded and gracious about it.
v Checklist for Pre-service English Teachers

Become familiar with professional principles and state standards for English Language Arts

- Summarize NCTE and IRA professional position statements and present your summary in class using handouts
- Summarize state standards for entry level teachers and present summaries in class using handouts
- Summarize state standards for English Language Arts and present summaries in class using handouts

Define professional terminology (instructional methods; learning objectives; authentic assessment; formative and summative assessment; etc)

- Describe and discuss relevant technical terms in class weekly; use these terms as appropriate and authentically when writing and blogging.

Incorporate professional principles, theories and terminology when designing lessons and unit plans that meet state standards

- Assess and critique another teacher's lesson plans based on criteria gleaned from professional and state standards
- Differentiate between learning outcomes, assessment, instructional strategies, learning objectives
- Identify and defend instructional choices

Design an interest-generating lesson adaptable to diverse learners

- Know how all parts of the lesson plan contribute to integrity of lesson
- Teach a self-designed lesson and adapt it for diverse students in an actual classroom
- Reflect and critique on success of lesson
- Complete one assignment you would give to students

Build students' knowledge and encourage multiple perspectives in a diverse classroom

- Conduct all-group discussions
- Scaffold students' ability to participate in and lead discussions
- Group students for particular instructional/learning purposes

Demonstrate knowledge of and enthusiasm for literature.

- Create a list of books that you would like to teach; selections should be based on student interest, ability, and literary quality, as well as specific learning objectives as appropriate.
- Present book talk
- Design or adapt units using short texts as the organizing concept
- Scaffold student reading (describe and demonstrate sequence of measures for supporting struggling readers)
- Work one-on-one with a specific student who wants to improve their reading skills
- Assign and monitor or assess reading journals

Design a unit of study based on an organizational concept such as a novel, project, skill set, or theme that integrates reading, writing, visual representation, etc.

- Arrange instruction in alignment with assessment and school curriculum
- Write clear objectives
- Assess students formally and informally
- Manage paper flow
- Create authentic learning opportunities

Identify and implement best practices in the teaching of writing in multiple genres

Construct sequenced lessons

- Offer the conditions for students to make choices
✓ Integrate style, grammar, and other conventions when relevant
✓ Understand the intentions and conventions of different genres
✓ Offer opportunities to write without a grade
✓ Provide supportive, non-judgmental feedback
✓ Demonstrate useful critique

Design course portfolio rhetorically
✓ Arrange pieces to support a claim and suits the audience
✓ Connect and sequence pieces using visual metaphor or motif