HU/ED 4140 SYLLABUS • Methods of Teaching English • Tues 7–9:30
116 Walker Hall, Michigan Technological University
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Office Hours: MF 1–2; TR 9–11

HU/ED 4140

Course Goal: to deeply understand English language arts in its variety of teaching and learning 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 various MS or HS audiences (diversity)
- Contextualize instruction culturally
- 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
- Build knowledge by sharing perspectives and information with classmates and other professionals
- Understand and increase connections between literate practices and thinking
- Meet state goals for ELA teachers

Standards
- State standards for teachers (ELSMT)
- Professional standards for teachers
- School expectations for entry-level teachers
- Curriculum expectations for students (MDE and school)
- Community expectations and connections

Texts:
- Smagorinsky, Teaching English by Design
- McCarthy, Lay that Trumpet
- Newkirk, Holding onto Good Ideas
- Journal of choice to review
- Novel of choice for unit design (workshop in class)
- One childhood story of choice for storybook project
- Additional articles assigned as needed
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. Storybook Project 100
2. Journal Review 100
3. Journal Discussion 50
4. Contributions to class 300
5. Fieldwork 100
6. Multi-genre project 100
7. Reflective course letter 50
8. Final presentation 100
9. Original Lit unit 100

Meeting Days:
Sept. 1, 8, 15, 22, 39
Oct. 6*, 13, 20, 27
Nov. 3, 10, 17*
Dec. 1 and 8
Two hours fieldwork weekly

Oct 6: Portage Library at 6pm (Storytelling)
Nov. 17: Walker Hall 134 ("Teacher Talk" night)

Class Activities
Sept. 8: Planning Instruction
Discuss Lay that Trumpet to page 107; and Smagorinsky 111-156—in class, begin to design an instructional unit collaboratively.
Present Author and Book of the week (each person)
Workshop first draft of Childhood Story (bring freewriting only)

Sept. 15: Continue planning unit with Lay that Trumpet (through the end); and Smagorinsky 157-223
Present Author and Book of the week (each person)
Workshop early draft of Childhood Story

Sept. 22: Complete unit plan with Lay the Trumpet
Present Author and Book of the week (each person)
Turn in final drafts of Childhood Story

Projects and Responsibilities: A rubric for each assignment will be provided
1. Weekly contributions to class. Each week bring information to share with the others. You'll be assigned a literary period, then each week tell us something about an author and a book from that period. Select authors and books that are likely to show up in high school. Challenged books are especially valuable.

2. Storybook Project — Select a storybook—preferably a classic you enjoyed as a child (The Little Engine that Could; Little Red Riding Hood; Grimms’ Fairy Tales, etc.). You’ll show how this book reflects and helps perpetuate a value or belief about life. Write a personal essay in which you explore various questions, beginning with “Why is this story memorable, and how did it influence me?” continuing with “how might this story convey a belief (or beliefs) that works to champion and/or challenge cultural norms?” Some say we humans are a collection of stories—what are some of yours? You will narrate and explore your own experience with this story, and speculate on its likely participation in a larger social narrative.

- Read your story selection and reflect, contemplate
- Free write to find your ideas, then reflect on what you’ve written
- Consider audience, purpose, and other writing issues before and as you draft
- Write a short analytic/interpretive essay (4 pages or longer) based on what you find in your prewriting
- Ask someone to read either your first or second draft, or both
- Prepare a brief summary of the story and state your claim the night of class
- Inspire a discussion about the implications of your claim—how do others see this story? What do they think it reveals?
- How influential do you think this story has been/is/will be to you and others?

3. Select a Novel you expect to teach. How will you use this novel? Why is it important and useful? Plan an original literature unit designed for your students. We’ll do most of this as a class activity

4. Journal Review and Discussion: Select a professional journal in the field of English (I can provide this), read it carefully, then gist the articles for the class when it’s your turn to present—then summarize the best article in a 3 page (min) review. In class, tell us what you learned about the profession and about what you will use as a teacher. You will write as well as present to the class. Feel free to provide some critique as long as you are open-minded and gracious about it. Wise ones will select a journal that informs their other projects.

5. Written summaries of field experiences: Field experiences will include visits to classrooms, visitors to our classroom, and other educational experiences outside of class. Write a response to each experience.

6. Multi-genre research project

7. Reflective Course Letter: To those familiar with portfolios, you already know that this letter reveals to the reader what you have learned in the course—and might project some further work or interests you’d like to pursue.

- At least two pages
- Discusses something significant that you learned
8. **End of course presentation:** Using selections from work completed this semester develop a digital and oral presentation of your experience.

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**University Policies**

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance with the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

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.

**Academic Integrity:**
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

**Affirmative Action:**
http://www.admin.mtu.edu/aao/

**Disability Services:**
http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability

**Equal Opportunity Statement:**
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