ENGL 4238: Methods for Teaching Secondary English
Fall 2015
MW 3:30-4:50
TLC 2237
3 credit hours

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THE COURSE
How the Course Fits into the English Education Program:
This course and the Field Experience in it are required components of the Professional Sequence. Successful completion of both is required for secondary certification.

Course Description
Our course will focus on developing your teaching self in four areas: planning, implementation, assessment, and professionalism. To that end, Teacher Candidates will engage in class and in the field to complete assignments that emphasize planning for English and Language Arts, implementing effective strategies in the field, and envisioning a professional learning space.

Course Objectives
- Students will increase their ability to formulate and state goals for the teaching of English in accordance with standards set down in their respective professional environments.
- Students will learn to promote rigorously analytical and critical thinking in the classroom environment within frameworks that may define their respective professional environments.
- Students will gain knowledge of specific pedagogical tools used in the teaching of English.
- Students will practice creating curriculum units and micro-lessons within those units.
- Students will write reflectively about their readings, class discussion, and field experiences.
- Students will conduct concerted, scholarly research in the field and apply their findings to a primary text of their choosing as they, in a major capstone assignment, critically read it, argue for its teaching in a particular classroom environment, and generate a plan of action for its instruction.
- Students will study various assessment models and learn to apply them to student writing.
- Students will regularly observe and practice in the field.
- Students will move towards fashioning teaching selves ready to enact specific ethics of care in the English classroom.
THE WORK
Required Texts
- Speak, by Laurie Halse Anderson
- Teaching English by Design, by Peter Smagorinsky
- Night, by Elie Wiesel
- Paper Clips, directed by Elliot Berlin
- The First Days of School, by Harry and Rosemary Wong
- Tk20 Account
- Education Preparation Handbook (nothing to buy)

Detailed Description of Major Assignments, Percentage Breakdown
- Language Function Activity (10%)
  To prepare you for the rigors of EdTPA’s portfolio, we will begin learning the language of it. For this assignment, you will utilize Bloom’s Taxonomy and Anderson’s Speak to create an activity that engages a particular language function. Students will receive an assignment sheet, in-class instruction, and workshop guidance as they complete this small project.

- Planning: The Learning Segment (25%)
  The first large project involves continued exploration of associated language and pertinent activities germane to EdTPA. For this three-five lesson plan project, you will utilize Bloom’s Taxonomy, Wiesel’s Night, the Common Core standards for English and Language Arts (ELA), and Smagorinsky’s text as resources. Students will receive an assignment sheet, in-class instruction, and workshop guidance as they complete this planning project.

- Videography (25%)
  The second large project asks you to achieve five goals. First, you will plan a lesson in accordance with your cooperating teacher’s classroom schedule. You will videotape yourself during implementation of that lesson. Next, you will excerpt a portion of the video in which you achieve teaching students one of the plan’s language functions during instruction and upload it to Course Den. You will view and evaluate each other’s excerpts before discussing portions of them in class. Finally, you will use peer and professor feedback along with your own reflection to self-assess and create a plan for improvement. Most of the work for this assignment will occur in the Videography Discussion Forum connected to this class on Course Den, and see the syllabus for the scope and sequence of this multi-part assignment.

- Classroom Management Plan (15%)
  Using Wong and Wong, supplemental materials, and class discussion, students will create a Classroom Management Plan in which they create and justify reasoning for physical and philosophical boundaries of their future classroom space. Students will receive a detailed assignment sheet and have an opportunity to view a supplemental video from Wong and Wong that provides suggestions for successful completion of this assignment.

- Field Work: Planning, Implementation, Self-Assessment, and Professionalism (15%)
  Using Scheduling and Observation Event protocols, you will schedule, plan for, and implement at least three full lessons in the field. For the two on-site teaching demonstrations, you will receive a qualitative observation narrative that discusses your
ability to plan, implement, and engage professionally. In addition, your cooperating teacher and I will each fill out a Dispositions Rubric that measures your ability to professionally engage with professors, peers, school partners, and students. One of your on-site observers will evaluate you using the Intern Keys instrument. I have linked the Dispositions Rubric and Intern Keys to your class resource page and encourage you to read through these instruments for clarity. I will often refer to each instrument during instruction or discussion as well as to connect goals to our class’s assignments. On August 31st, I will also introduce to you the protocols mentioned above and acquaint you with tasks associated with them.

- Reflecting on Challenges and Solutions (10%)
  Beginning on September 14th, our class will spend 25 minutes per class on dynamic reflection. Each student will sign up for two reflection dates. Prior to your short presentation, create a small handout to guide yourself—and us. During your reflection, strive to do the following: **outline** a specific field work challenge you have faced or witnessed. **Discuss** how you or the person you observed handled it—or, conversely, did not. **Ask** one open-ended question that will allow others to engage the issue and propose other solutions or ideas for consideration.

  Your entire reflection, including discussion question, should last no more than 12 minutes, so plan accordingly. Subjects that may come up: content dissemination or discussion in the classroom; technology during teaching; student learning challenges; student conflicts; disruptive behavior challenges; grading; and the like.

  During each of your reflection presentations, I will evaluate your ability to locate pertinent issues for educators, your ability to ask discussion questions, and your engagement with your peers during your presentation.

**THE POLICIES AND PROCEDURES**

**Attendance**
Our class meets once per week, and you are expected to attend your site school all day on TR beginning the week of August 31st. Students can miss up to two ENGL 4238 courses, which is equivalent to four class periods. Students can miss up to five days from the field, though they must immediately schedule and make up all missed time and it is strongly suggested that students not miss whenever humanly possible. When you do miss, you must record it on the Attendance Log form, which I will distribute on August 31st. Students who miss more than two ENGL 4238 class periods will be unable to succeed in the course because of the amount of work missed. Students who miss more than five Field days and do not schedule and make up the missed field work in an expedient manner cannot pass ENGL 4238. Field work and attendance, then, are vital components for course success. For detailed procedures related to reporting absence(s) from required field work, please see the Memorandum of Understanding, shared on August 31st, and the Educator Preparation Handbook, section 2.3.

**University of West Georgia Honor Code and its Application in this Course**
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated
student violations across all the Colleges, the Ingram Library, and the School of Nursing. The department of English defines plagiarism as “taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources.” The department expects that students will accurately credit sources in all assignments. Plagiarism is grounds for failing this course.

*Did you know?*

“Excessive collaboration” includes having family members, friends, or significant others edit your work. This means that no one should “fix” your grammar for you or “write in” sentences/sources/documentation for you. This sort of behavior is also cheating and will be treated as such. We will collaborate in class, and you have the University Writing Center as well as my input should you need extra advice about your writing. All assignments are included here in the syllabus on this first day, so you have ample time to complete work and/or get feedback, should you choose.

Should I have evidence of any cheating, you will earn an “F” for the course. My policy, then, is a zero tolerance one.

**Website/Paperless Policy**

Many of your past professors may have used Desire 2 Learn (D2L) for getting information to you. However, I primarily use my website (www.westga.edu/~ainsenga) and often e-mail the class with my thoughts, suggestions, or announcements. Most information for this course—this document, information about exams, short required texts, announcements, and resources—is hyperlinked on the website. Please check my site regularly for updates. You will be responsible for printing out all assigned documents from my website or those sent to you via e-mail for class and bringing them with you on the days designated on the detailed daily syllabus below.

**Required Format**

Each major assignment must be word-processed and delivered in hard copy. When formatting and citing, please use MLA documentation. If you need a refresher on MLA format, please see the MLA documentation link on the class resource page and/or feel free to talk with me in a conference.

Students will upload the following assignments to Tk20 by the date and time on the syllabus: Language Function Activity; Learning Segment project; and Classroom Management Plan. Students will also use the standardized Lesson Plan template, linked on the class resource page.

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email. Please send all communication to me via your “My UWG” account. Further, all students should assume a professional disposition when e-mailing or communicating about or in class and/or when speaking to fellow students, guest speakers, and/or professor about the course, scheduling conferences, or English programs. Students should check university e-mail daily to avoid missing important messages. E-mailing is an essential part of effective and professional communication for this class, for the English Education program, for the university at large, and for the teaching profession many of you seek to enter. I also ask that you utilize your West
Georgia e-mail when communicating with me electronically. Remember, too, that FERPA law prevents me from discussing grades online or over the phone.

**Americans with Disabilities Act and Accommodations**

Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

Any student who has a special need should inform me at the end of the first class. We will then set up a conference to discuss the specifics of the official paperwork from Disability Services.

**Late Work/Make-Up Work***

As a general rule, late work is not accepted except under the direst of circumstances, and those who miss class cannot make up work done or turned in during that class. However, if you believe your circumstance to be extenuating, make every attempt to see me in conference during office hours or during a scheduled conference to discuss the problem. At that time, I will determine whether or not an assignment can be turned in late and what deduction, if any, will apply.

*I realize that, occasionally, “life happens” and that some problems beyond your control crop up once in a while. Never hesitate to discuss problems with assignments or attendance with me if you feel that your circumstance is dire. With honest and swift communication, many issues can be resolved to your advantage!

**Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**Administrivia**

- The absolute best way to contact me outside of office hours is via your university e-mail account. Of course, you may call or come by during office hours, too or set up a conference before or after class.
- While I am interested in discussing your ongoing work with you, please note that e-mail is not an appropriate venue to discuss grades or to hold extended conversation related to writing. I am best equipped to help you as we examine a draft or partial draft in office.
- Please turn off all electronic devices upon entering our classroom. Such noise distracts your fellow classmates and me and prevents us from doing our work together. Should
you need to keep in contact with someone, turn your phone to vibrate so as not to disrupt classmates’ work environs.

- I reserve the right to amend this document with future handouts.
- Coming to class unprepared results in an automatic absence. You must have your materials in order to participate fully. You will be free to stay in class for the benefit of instruction and discussion, but you are essentially not here when you do not have your materials

DETAILED SYLLABUS

August 24

In-Class:
Course Introduction
Schemas

For next class:
-Reread syllabus
-Read *Speak*, pages 3-115
-Read and annotate sections 1, 2, 5, and 6 of the "Educator Preparation Handbook," linked on the class resource page—please bring your copy to class for reference
-Read Wong and Wong, part A

August 31

In-Class:
Language Function Activity assigned
Discuss *Speak*
Field Orientation Session

For next class:
-Brainstorm and draft Language Function Activity
-Finish *Speak*
-Read all links on Bloom’s Taxonomy from the class resource page
-Prepare your reflection, if it is your turn

September 7: no regular class or office hours—Labor Day Holiday

September 14

In-Class:
Reflections 1 and 2
Discuss *Speak* and Language Function Activity

For next class:
-Bring a full draft of your Language Function Activity to class (hard copy)
-Read Wong and Wong, part D
-Prepare your reflection, if it is your turn

September 21

In-Class:
Reflections 3 and 4
Workshop on Language Function Activity draft

For next class:
-Read Smagorinsky, chapters 1-3
Finish and upload Language Function Activity to Tk20 by midnight, September 25th
Prepare your reflection, if it is your turn

September 28
In-Class:
Reflections 5 and 6
Learning Segment project assigned
Discuss Smagorinsky and instruction
For next class:
- Read Night
- Prepare your reflection, if it is your turn
- Set up all on-site Observation Events by September 30—make certain to send out your permission slips for videotaping by this week, too.

October 5
In-Class:
Reflections 7 and 8
Discuss Night and instruction
For next class:
- Read Smagorinsky, chapters 8-11
- Prepare your reflection, if it is your turn

October 12
In-Class:
Reflections 9 and 10
Discuss Night and instruction
For next class:
- Read Smagorinsky, chapters 5, 6, and 13
- Prepare your reflection, if it is your turn
- View and annotate Paper Clips
- If you have not studied film prior to this course or need a refresher, read the links under the heading “Resources for Analyzing Film” on the class resource page

October 19
In-Class:
Reflections 11 and 12
Discuss Paper Clips, Night, and instruction
For next class:
- Read Smagorinsky, chapter 7
- Read Wong and Wong, parts B and C
- Bring a full draft of your Learning Segment assignment to class (hard copy)
- Prepare your reflection, if it is your turn

October 26
In-Class:
Reflections 13 and 14
Workshop on Learning Segment project
Classroom Management Plan assigned, discussed

For next class:
- Finish and upload Learning Segment project to Tk20 by midnight, October 30th
- Prepare your reflection, if it is your turn

November 2

In-Class:
Reflections 15 and 16
Classroom Management Plan discussion and mini-workshop

For next class:
- Finish and upload Classroom Management Plan to Tk20 by midnight, November 9th
- Upload your video excerpt (no more than 12 minutes long) to Course Den in the Discussion Forum topic entitled “Planning” by November 9th
- Read Wong and Wong, part E

November 9

In-Class:
Videography assigned, discussed
Small Course Den demonstration

For next class:
- Complete Videography Discussion Forum topic entitled “Planning” by November 15th

November 16

In-Class:
Videography discussion

For next class:
- Complete Videography Discussion Forum topic entitled “Excerpts” by November 29th
- Bring your peer commentary to class for reference

November 30

In-Class:
Course Evaluations
Videography: in-class commentary (4)

For next class:
- Complete the Videography Discussion Forum topic entitled “Self-Assessment”
- Bring your peer commentary to class for reference

December 7: Final Examination Period

In-Class:
Videography Discussion: in class commentary (4)

Due on December 8th by noon:
- Self-Assessment of teaching on Course Den in the appropriate Discussion Forum topic