ENGL 4238: Methods for Teaching Secondary English
W, 5:30-8; PAF 309

THE CONTACT INFORMATION
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THE COURSE
General Description:
This course and the Field Experience in it are required components of the Professional Sequence, which is a block of upper-level English and Education courses. Students must be accepted to the Teacher Education Program in order to enroll in the class. Successful completion of the course and correlating Field Experience are required for secondary certification in English and Language Arts.

Description Specific to this Section:
Methods students will complete three major units of study during fall semester. We will sharpen our own analytical skills by studying the image of the teacher extant in three popular texts during our first unit. By doing so, we will practice critiquing not only the images if the teaching profession in these texts but also consider our burgeoning teaching selves as “texts” that we must learn to read and reread in order to grow intellectually and professionally. We will then examine “best practice” methodologies for teaching English and Language Arts in the secondary classroom and use those skills to practice designing Lesson and Unit Plans. Our third unit, entitled “Issues for Educators,” will necessitate investigation of numerous contingencies that comprise the public school world, including teaching students at various levels, ensuring inclusive curricula and pedagogies, balancing the workload effectively, handling administrative policies, collaborating with colleagues and parents, and managing classrooms with choice-based strategies.

Students in Methods will observe and be observed in the public school setting and receive detailed commentary from English Observers. They will videotape themselves teaching twice and write analytically about what they see, write analytical and reflective entries about field experiences and in-class texts, and complete two Unit Plans: one due at mid-term and one completed as a capstone project. Students will also have the opportunity to interact with two visiting panels made up of speakers who teach high school in surrounding communities.
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 and Materials:

- Chalk, directed by Mike Akel
- Speak, by Laurie Halse Anderson
- What Teachers Make: In Praise of the Greatest Job in the World, by Taylor Mali;
- Teaching English by Design: How to Create and Carry Out Instructional Units, by Peter Smagorinsky
- The Great Debaters, directed by Denzel Washington
- The First Days of School: How to Be an Effective Teacher, by Harry and Rosemary Wong
- A paid subscription to Tk20, the online assessment program for all teacher-training programs on campus (see the class resource page for a link to directions for purchasing this requirement)

Major Assignments:

- 2 short Analytical Essays, 3-4 pages each (15%)
- Field Experience Journal with at least 6 two-page entries (10%)
Teaching Videography and Videography Response (10%)
Classroom Management Plan, 3-4 pages (10%)
1 one-week Unit Plan on Speak (20%)
1 two-week Unit Plan on a self-selected long text or group of short texts (25%)
Active Participation in class discussion, all required components of field experience, professionalism, and collegiality (10%)

Description of Major Assignments:

Short Analytical Essays

During the first few weeks of class, students will demonstrate their analytical writing skills through engagement with several texts that possess the theme of teaching in America. Together in class, we will explore the assumptions each text has and will parse each in order to theorize ways in which such texts have influenced us and will continue to influence students as we move forward in the teaching profession. On their own, students will write two, three-four page essays on topics that they choose after reading the assigned work at hand. The goal, then, is for you to create a narrowed-down argument that you can support with textual evidence that you cite and analyze.

For both of these analytical essays, you should assume an audience that is familiar with the text at hand; thus, summary is not necessary. Instead, analysis of a central point that you wish to make about a specific idea/element/notion included in the text is the paramount goal. See the class resource page for an example of this assignment.

Field Experience Journal

Students will compose six journal entries comprised of personal and specific reflections directly related to their Field Experiences. Each entry should utilize Standard English and MLA format, and students should not merely recount all that occurs in the field but choose, at most, two narrowed-down occurrences upon which to reflect. For instance, instead of a focus on all that occurred during a week of teaching The Crucible, you might isolate and detail one class day that was particularly challenging and discuss why, what you will do in the future to improve, or, if it went well, why it did so. The goal, then, is to narrow and detail in six entries, each at least two pages long. The total number of pages for all entries in this assignment: at least 12 pages

Teaching Videography and Videography Response

There are three parts to this assignment: first, all students will videotape themselves teaching twice at two separate times during the semester. Both teaching demonstrations should last at least 30 minutes and should be periods of time for which the Teacher Candidate has planned carefully. Second, students will deliver one demonstration DVD to a peer and the other to an assigned English Observer by
October 24. Third, each student will use class discussion, class reading materials, and his/her own experience in the field to compose a 2-3 page letter—a Videography Response, if you will—that evaluates the teaching they’ve witnessed in their peer’s teaching demonstration. Students should strive to utilize The Conceptual Framework and NCTE standards to comment upon the teaching demonstration and to provide constructive and detailed feedback to their peer. One copy of the letter will be turned in via Tk20 for professor evaluation and another copy should be sent to the student via his/her West Georgia e-mail account. The videotaped teaching demonstration that students evaluate before writing their narrative response will also be turned in to the professor on the assignment due date.

Students are wholly responsible for acquiring recording equipment from their site school or from the College of Education’s Teaching Materials Center, and they must have any mini-DVs or VHS tapes converted to DVD format at the University’s LRC or via other means so that they can exchange one DVD with a peer and deliver another to their Methods professor on October 24. Students are also accountable for planning these demonstration days carefully and for getting consent to videotape by following protocols set down at their specific site schools. It is therefore essential that students plan ahead responsibly and accordingly.

See the daily syllabus below for the DVD due date, the Videography Response’s due date, and the Tk20 requirements. I have also included an exemplar of a Videography Response on the class resource page.

Classroom Management Plan

As you work in the field and read and discuss Wong and Wong, you will develop a narrative plan of action for classroom management. Items in such a plan may include details about what you will do during the first days of school in your English classroom to ensure that your rules are clearly understood and consistently applied. You will also want to consider how you will handle common management problems and can come up with ideas by consulting with your cooperating teacher, with me, and with information in our texts. Your goal for this 3-4 page assignment, then, is to craft your future classroom space’s boundaries and realistic consequences for crossing said boundaries.

Five-Day Unit Plan on Speak

As we discuss Laurie Halse Anderson’s Speak—and work on modeling teaching methods in class, you will also work on your own to create a five-day Unit Plan that strives to teach at least half of Speak. The finished project should include a 2-3 page prefatory rationale that offers up an overview—discussion of major goals and tasks as they connect to the needs of the intended audience, which, for this assignment is ninth-
grade general education (contemporary American Literature). The preface should then be followed by five days of Lesson Plans that outline classroom procedures in detail and reference specific English and Language Arts Common Core Georgia Performance Standards.

All proposed assessments, rubrics, handouts, quizzes, tests, and/or major assignments must be included in this week of lessons as well. Likewise, all materials should evidence the student’s evolving understanding of global and local teaching concerns and should emphasize ways to induce student learning. Students may reference and cite other lessons or sources for inspiration, but they may not use other lessons as their own, since, in a teacher-training program, professors must evaluate whether or not students can conceive of, plan, and adequately pace Lesson Plans.

Outside sources must be documented on an MLA-formatted Works Cited page at the end of the Unit Plan. For each Lesson Plan, students may use a template of their own, one located on the class resource page, or one found at the back of the Teacher Education, Field Experiences, and Internship: Policies and Procedure Handbook.

See the daily syllabus below for the Guided Peer Review, final due date, and the Tk20 upload requirements. I also include an exemplar to a few detailed, procedural Lesson Plans and to a prefatory rationale on the class resource page. You may look, too, at the Common Core Unit Plan for ninth-grade linked on the class resource page.

Two-Week Final Unit Plan

For their final projects, you will craft and submit an entire detailed and specific Unit Plan, at least two weeks in length. This time, you will cover one long text or a group of shorter texts of your own choosing. As with the Five-Day Unit Plan, you will include a prefatory overview and discussion of major goals and specific standards and discuss the type of student the entire Unit Plan addresses (gen ed, honors, AP, etc.) and why. Such an overview will be followed by two weeks of daily Lesson Plans that outline classroom procedures in detail and reference specific ELA Common Core Georgia Performance Standards. All assessments/rubrics, materials, handouts, quizzes, tests, and major assignments must be included in this packet of materials.

Just as in the Five-Day Unit on Speak, students may use other lessons or sources for reference, but they may not use other lessons as their own. All outside sources must be documented on a Works Cited page at the end of the Unit Plan. And, as before, you may use a template of your own, one located on the class resource page, or one found at the back of the Teacher Education, Field Experiences, and Internship: Policies
Active Participation in Class Discussion, all Required Components of Connected Field Experience, Professionalism, and Collegiality

From September 10 through November 26, students will go to an assigned public school twice per week on TR during school hours to participate in Field Experience. Initial Certification students who teach provisionally will use that work experience to fulfill this class requirement. Students will write about these experiences in six entries of the Field Experience Journal and will sometimes participate in “Infield/Outfield” discussions that focus on field experience. For specific and detailed policies governing participation in Field Experience, examine the section entitled “Observation Protocol and Policy” below. For further discussion of the journal assignment connected to Field Experience, please refer to the description above.

Students’ participation in Field Experience also requires their attention not only to professional codes of conduct referred to in required texts for this course but also their utmost dedication to learning about teaching English and to helping their assigned cooperating teacher and/or the students with whom they will work. When observed, students must submit a detailed Lesson Plan for Observer and professor evaluation and comment. Students should view any and all Lesson Plans created in this class as procedural documents that will help them teach and as documents that will be evaluated for the care and detail put into them. Students should also consider any work done in the public schools as fit for public consumption. Professor, Observers, and Cooperating Teachers frequently discuss student progress; in fact, we all have a legal commitment to each other to ensure the most beneficial learning environment for minors in the public schools.

In class discussion and when communicating with professor and Observers, students should adopt a professional disposition: regardless of beliefs about experience level, all students are here to better themselves as teachers in English Studies. We accomplish this goal through partaking in careful writing, close reading, and passionate discussion. Please also see the Professionalism Policy below for more details.

THE POLICIES AND PROCEDURES

Grading Scale:
All English courses 2000-level and above use a departmental grading scale. Please familiarize yourself with it, as it is the scale I will use to grade all Major Assignments. To view this rubric, see the class resource page.
Students cannot pass the course if the mandatory Observation Event and/or videotaped teaching demonstrations are not completed and do not follow the Protocol for Observation Events outlined in this document.

I will also use The Conceptual Framework, NCTE’s Guidelines, and the programmatic standards as I gauge your progress. For the Videography Response and teaching demonstration, I will complete a Dispositions Rubric. All of these documents can be found on the class resource page, and we will spend time discussing these standards early in the semester.

**Website/Paperless Policy:**

Many of your past professors may have used Course Den for getting information to you. However, I use only my website (www.westga.edu/~ainsenga). All information for this course—this document, exams, handouts, announcements, resources, etc.—are hyperlinked on the website. Please check the site regularly for updates, especially on days when you have new essay assignments coming your way. You will be responsible for printing out all documents from my website or sent to you via e-mail for class.

Students also hold the responsibility for uploading their mid-term Unit, final Unit, and Videography Response to Tk20 by a deadline indicated on the syllabus below, will send their detailed, procedural Lesson Plan to their assigned Observer via an e-mail attachment, and will upload this detailed, procedural Lesson Plan to Tk20.

**“My UWG” and Professionalism Policy:**

As of fall 2006, all e-mail correspondence between professors and students must occur via university e-mail. 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 cooperating teachers, Observers, guest speakers, and/or professor about Observation Events, scheduling, and any aspect related to English Education. Students should check university e-mail daily to avoid missing important class or programmatic messages. Checking university e-mail regularly also prevents mailboxes from filling up. If university mailboxes fill up, messages do not get queued; rather, they do not get delivered at all. Therefore, students risk not receiving important information if they do not check e-mail in a timely fashion. 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 you seek to enter. You may refer to the Teacher Education, Field Experiences, and Internship: Policies and Procedure Handbook, the Code of Ethics for Educators pamphlet, or The Conceptual Framework for more information related to developing and maintaining a professional disposition.

**Attendance and Disruptive Student Policies:**

Our class meets once per week (W). The class also requires students to engage in state and university-mandated Field Experience on Tuesdays and Thursdays (TR), when English faculty is available to schedule on-site Observation Events. Provisional teachers will continue to work under the tutelage of seasoned administrators and teachers at
their schools to fulfill the class’s Field Experience requirement. Because we meet only once per week, students who miss more than two class periods—two full weeks of class—cannot pass the course. Leaving or arriving at the break counts as a full absence. Please also be aware that no distinction exists between excused and unexcused absences, so you need not inform me of any class absence. Finally, avoid repeated tardiness, especially in a class where we seek to hone professionalism.

Should you need to miss a day of Field Experience, immediately contact your assigned site school and cooperating teacher by phone, and then call or e-mail Dr. Insenga. Any missed days must be made up, and students should plan immediately for make-up days and contact Dr. Insenga with the make-up date(s). See also the Discontinuation Policy below for further discussion about required professional behaviors while in the field.

Students will be dismissed from any class meeting in which they exhibit behavior that disrespects or disrupts the learning environment of others. Such behavior includes—but is not limited to—repeatedly arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above.

**Required Format:**
Each major assignment must be word-processed. When citing, use MLA documentation. If you need a refresher on MLA format, see the MLA documentation link on the class resource page. Students will also need to upload four of their major assignments to Tk20: the mid-term Unit Plan; the final Unit Plan; the Videography Response, and the detailed, procedural Lesson Plan for their on-site Observation Event.

**Students with Special Needs:**
Any student who has a special need should inform me during the first week of class. We will then set up a conference to discuss the specifics of the official paperwork you have from the appropriate department.

**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 missed or turn in any work that was due on the evening of their absence. However, if you feel you have an extenuating circumstance, please do see me in conference to discuss your problem. At that time, I will determine whether or not an assignment can be turned in late and what deduction will be applied.

Because of the scheduling and exact protocol governing your mandatory Observation Events, students must not upload Lesson Plans late and must contact their Observer to reschedule any Observation Event within 48 hours of that Observation Event. **
**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.

**Plagiarism, Collusion, and Academic Dishonesty Policy:**

From the English Department’s website: "The Department of English and Philosophy 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. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the assignment and/or course. You can also be subject to a university disciplinary review, and the university requires professors to report plagiarism in writing to the appropriate university office. Other university policies for handling cheaters are found here: *The Faculty Handbook* and *UWG Connection and Student Handbook*.

Please note: “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 cheating and will be treated as such. We will collaborate in class, and you have the Writing Center as well as my input should you need extra advice about your writing. Should you hire a personal tutor or use an athletic tutor, realize that excessive collaboration with that person can also result in plagiarism charges. In short: do your own work. Should you cheat in this class, it is an automatic “F” for the course, and I will recommend that you be sent before a disciplinary committee. My policy is a zero tolerance one.

**Scheduling and Observation Protocols and Discontinuation Policy:**

Once in their assigned schools, students will follow the Scheduling Protocol below to set up one mandatory on-site Observation Event. Each student will also work with his/her Cooperating Teacher to set up two videotaped teaching demonstrations, each at least thirty minutes long. The protocol for on-site Observation Events that students must follow is also below. Before class on September 5, each student will sign and turn in a separate sheet that has these protocols listed on it. This signed document will attest that you understand the protocols in English Education along with your responsibilities and rights as outlined in the *Teacher Education, Field Experiences, and Internship: Policies and Procedure Handbook*.

*Scheduling Protocol for Students in English Education:*

1. **Look** for the e-mail that your assigned Observer(s) will send to your University of West Georgia e-mail account during the first week of your field experience period at your assigned school.

2. **Discuss** the on-site Observation Event requirements and planning for them with your Cooperating Teacher and/or other administrators.
3. Decide upon at least three possible dates and times for the on-site Observation. These days and times should correlate with the available dates and times the Observer(s) sent to you.

4. E-mail the Observer(s) with these possible dates and times.

5. Wait for Observer response.

6. Confirm the days and times of your Observation Event(s) with the Observer(s) and your Cooperating Teacher, or, should the days and times you requested already be scheduled with others, return to step two above and proceed.

7. Cancel any Observation Event—should you need to do so—within 48 hours of the scheduled Observation Event and reschedule expediently.

8. Prepare for your on-site Observation Event by planning carefully and following all steps outlined in the Observation Event Protocol.

9. Request, at any point in this process, that the Coordinator of English Education offer professional input or assistance.

Observation Event Protocol:

ENGL 4238 students will...

1. Expect to be observed once on site and must videotape themselves twice, once early in their field experience and again towards mid-October. Students are wholly responsible for following the Scheduling Protocol to set up on-site Observation Events before mid-term, no exceptions. All students in the course are also responsible for recording themselves using either site school equipment or UWG equipment checked out from the College of Education’s Teaching Materials Center. Students must have any mini-DVs or VHS tapes converted to DVD format at the University’s LRC or other venue so that they can turn in these recorded lessons with their Teaching Videography Response by the syllabus due date.

2. Attach their on-site, detailed, procedural Lesson Plan in an e-mail to englisheducationuwg@gmail.com no less than a week before the on-site Observation Event, and upload the same Lesson Plan to Tk20 in the appropriate place. Students must also provide Observer and peer with a detailed, procedural Lesson Plan for each videotaped demonstration, sent to him/her via e-mail by October 24. The videotaped demonstration given to an Observer should be accompanied by the Lesson Plan sent to the address above by October 24; the Lesson Plan for the Videography should be given to your peer in hard copy or sent as an attachment to his/her My UWG account by October 24.

3. Receive an electronic copy of an Observation Narrative no more than two weeks after the on-site Observation Event. Such a narrative will evaluate and reflect upon the student’s detailed Lesson Plan, performance, and the ways in which the work
corresponds to specific standards for Language Arts, elements of The Conceptual Framework, and specific NCTE standards. The narrative that students receive will additionally include the Observer’s experiential knowledge of English Studies and of teaching at the secondary level. The narrative may also offer succinct advice, suggest readings, or assign tasks for improvement over time. For the on-site Observation Event, Observers will also fill out the Intern Keys evaluation, ask you and your cooperating teacher to sign, and return it to the English Education Coordinator, whereupon s/he will file it.

4. Print out and Sign a copy of the dated Observation Narrative and return it and the Intern Keys evaluation, if an-onsite, to the Coordinator of English Education within three to five days of receipt, whereupon the Coordinator will sign, date, and file the letter and evaluation.

5. Upload the electronic copy of the Observation Narrative to Tk20 in the appropriate place. Such an upload signals the completion of the entire Observation Event and must occur.

6. Schedule a required face-to-face conference with the on-site Observer three to five days after receiving the Observation Narrative(s). Before this conference, the student should prepare to discuss the contents of the narrative(s) as well as future plans for teaching, readings, implementation of suggestions, etc.

7. Request, at any point in this process, that the Coordinator of English Education be present or offer professional input.


Discontinuation Policy:

There are circumstances that warrant discontinuing a Teacher Candidate’s admission to the Teacher Education Program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the Teacher Candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- In the Code of Ethics adopted by the Professional Standards Commission;
- In the knowledge, skills, and dispositions as outlined in The Conceptual Framework of the College of Education;
- As determined by university faculty, site administration, Program Coordinator and/or Department Chair, and/or the administrator who
coordinates field experiences; or

- As described in this syllabus and the accompanying ENGL ED documents that students sign before they begin their field work.

Please study carefully section 5.4, pages 3-4 of the Teacher Education, Field Experiences, and Internship: Policies and Procedure Handbook for additional information and specific steps taken if and when serious problems arise in the connected Field Experience component of this course.

A Comment on Workload:

As aforementioned, this class meets once per week and is work-intensive. You will also be out in the field twice per week, as a mandated component of this class. As a result, you can expect a large number of tasks and readings assigned for each class period. Such a class structure and the large amount of work demand that you become fairly autodidactic and decisively self-motivated. To accomplish all goals set down, I recommend breaking up large reading assignments and annotating carefully to assist with recall and augment class discussion. I also highly suggest engaging in the writing process as you work, especially on the Unit Plans and Short Essays.

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. I also provide each of you with a business card that has my cell number on the back. Please use that card and number if you have an emergency related to field experience that needs immediate attention or if you need to talk.
- 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.
- I reserve the right to amend this document with future handouts.
- Coming to class unprepared will result in an automatic absence. You must have your materials in order to participate fully. Of course, you will be free to stay in class for the benefit of instruction and discussion, but you are, for all intents and purposes, not here when you do not have your materials.

THE DAILY DETAILED SYLLABUS:

- August 22

Course Introduction
Common Core Georgia Performance Standards and Accompanying Exercise

For next class:
- Reread this document and write down any questions/concerns so that you can ask in class
- Read the following from the class resource page: The Conceptual Framework and The Code of Ethics for Educators
- Read and annotate What Teachers Make: In Praise of the Greatest Job in the World
- Write Analytical Essay One on *What Teachers Make: In Praise of the Greatest Job in the World*

- **August 29**
  
  Discuss questions about the class, *The Conceptual Framework*, the *Code of Ethics for Educators*, and Mali
  
  **For next class:**
  - View and annotate *The Great Debaters* and Chalk
  - Read the following from the class resource page as you compose Analytical Essay Two: “The Basics of How to Read a Film,” “The 'Grammar' of Television and Film,” and “On the Scene: Analyzing Scenes in Film and Literature”
  - Write Analytical Essay Two on one of the films
  - Read carefully the following from the class resource page: *Teacher Education, Field Experiences, and Internship: Policies and Procedure Handbook* *(make certain to read ALL parts of this important document)*

- **September 5**
  
  Discuss films
  
  Field Experience Discussion and Distribution of Packets
  
  **For next class:**
  - Explore and read the following from the class resource page: “Common Core Georgia Performance Standards for English Language Arts (ELA) K-12”
  - Read Speak
  - Read Wong and Wong, parts A and D

- **September 10:** happy Monday! Of course, we have no regular class tonight, but you begin your connected Field Experience component today; make absolutely certain to follow directions from class as you embark. I cannot wait to hear how it goes.

- **September 12**
  
  Infield/Outfield Discussion
  Tk20 Discussion/Training
  Discuss Speak and Common Core
  
  **For next class:**
  - Begin your Field Experience Journal this week—remember, you will need to complete six, two-page entries before the due date, which is November 28
  - Read Smagorinsky, Part I
  - Begin planning your mid-term Unit Plan

- **September 19**
Discuss Speak and Smagorinsky

For next class:
- Read Smagorinsky, parts II and III
- Work on your mid-term Unit Plan

- September 26

September 26

Discuss Speak and Smagorinsky

For next class:
- Complete a full draft of your mid-term Unit Plan and bring it to class for guided Peer Review

- October 3

October 3

Infield/Outfield discussion
Guided Peer Review for mid-term Unit Plan

For next class:
- Read Wong and Wong, parts B
- Finish mid-term Unit Plan; send an electronic copy to my e-mail address and upload an electronic copy to Tk20 by midnight on October 5

- October 5: we do not have class today, but you must turn in your mid-term Unit Plan (remember, upload it to Tk20 and send me an electronic file)

- October 10: All On-Site Observation Events must be scheduled by today, no exceptions

Professional Panel: First-Year Teachers
Wong and Wong and the Classroom Management Plan

For next class:
- Draft your Classroom Management Plan
- Read Wong and Wong, parts C and E

- October 17

October 17

Wong and Wong and Classroom Management

For next class:
- All teaching Videography DVDs must be brought to next class to exchange with your peer
- Finish your Classroom Management Plan

- October 24

October 24

Exchange DVDs with your peer; turn in DVD for your English faculty Observer
Turn in Classroom Management Plan
Professional Panel: The Second Year and Beyond

For next class:
- Read sample Videography Response on the class resource page
- View your peer’s teaching via-video, and annotate as you view. Begin to draft your Videography Response letter

- October 3

Discuss Videography Response
Issues for Educators: Gender, Race, Ethnicity in Public Arenas

For next class:
- Respond to the papers I handed out using the directions discussed in class

- November 7

Issues for Educators: Assessment Practice

For next class:
- Grade the papers I handed out using the directions discussed in class

- November 14

Issues for Educators: Assessment Practice

For next class:
- Finish your Videography Response and Field Experience Journal

- November 28

Turn in Field Experience Journal, your peer’s DVD, and Videography Response (upload Videography Response to Tk20 by midnight tonight and e-mail a copy to your peer)

Course Evaluations
Guided Peer Review for final Unit Plan

For December 5:
- Final Unit Plan is due by 8 p.m. as an electronic attachment to me and must also be uploaded to Tk20 by that same time