ENGL 4238: Methods for Teaching Secondary English
M, 5:30-8; TLC 1204
4 Credit Hours

THE CONTACT INFORMATION
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THE COURSE
General Description:
This course and its connected Field Experience are required components of the Professional Sequence, which is a series of upper-level English and Education courses. Students must be accepted to the Teacher Education Program (TEP) 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. ENGL 4238 is offered every fall, and it cannot be taken in conjunction with SEED 4271 or ENGL 4286.

Description Specific to this Section:
During fall semester’s Methods course, Teacher Candidates in the English Education program will work in three fundamental areas: lesson planning and implementation in the discipline of English and Language Arts; exploration of issues for public educators and possible solutions for these shared challenges; and facilitation, evaluation, and assessment practices. Students will write analytically and reflectively, create Lesson and Unit plans, and compose and defend a classroom management plan.

This course possesses a field component as well. To meet this requirement, students will work in a public school twice per week under the tutelage of a seasoned teacher. During their time in the field, they will practice teaching and receive qualitative feedback from English faculty members after each of two on-site Observation Events. All such endeavors work to equip English Education majors with transferable pedagogical and practical knowledge suitable for teaching English and Language Arts in the secondary environs.

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 as they, in a major capstone assignment, critically read it, argue for its teaching in a particular classroom environment of their choice, 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:

- Waiting for Superman, directed by Davis Guggenheim
- The First Year, directed by Davis Guggenheim
- Bully, directed by Lee Hirsch
- The Diary of Anne Frank, by Anne Frank and Translated by B.M. Mooyaart
- Teaching English by Design: How to Create and Carry Out Instructional Units, by Peter Smagorinsky
- A Raisin in the Sun, by Lorraine Hansberry
- The First Days of School: How to Be an Effective Teacher, by Harry and Rosemary Wong
- The Conceptual Framework, from the College of Education
- The Code of Ethics for Educators, from the Georgia Professional Standards Commission
- Educator Preparation Handbook: Policies and Procedures, from the College of Education
- A paid subscription to Tk20, the online assessment system for all teacher-training programs on campus (see the class resource page for a link to directions for purchasing this requirement)

Major Assignments and Percentage Breakdown:

- Field Experience Journal (Two Analytical Entries) (10%)
- Field Experience Journal (Six Reflective Entries) (15%)
- Mid-Term Unit Plan (20%)
- Final Unit Plan (30%)
- Classroom Management Plan (15%)
- Active Participation in Class Discussion, Attention to all Required Components of Connected Field Experience, and Exhibition of Professionalism, and Collegiality (10%)
Parameters of Each Major Assignment:

Field Experience Journal—both Analytical and Reflective Entries

The first two entries in this journal will be analytical in nature and focus on our first two texts: the documentaries *Waiting for Superman* and *The First Year*, respectively. For each of these 2-3 page entries, you will do the following:

- Craft a narrowed-down argument related to each documentary;
- Support the argument with pertinent detail from the film;
- Analyze how the evidence supports your argument; and
- Provide commentary the points to the larger cultural context in some way: the structure of the educational system in our country, the teaching profession, the cultural image of teachers versus the image presented in the film, politics in education, etc.

*Hints:* avoid summary; choose one aspect on which to focus—even a rhetorical one like an aspect of film editing or narration that evokes a particular response that you locate; think of each documentary as a crafted cultural snapshot designed to argue a point, and analyze how/it/why that point is conveyed.

The remaining journal entries—six, two-three page entries in all—will be comprised of personal, specific reflections directly related to Field Experiences. In these entries, 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 generalized recollection of a week’s worth of teaching *The Crucible*, you might isolate and detail one classroom moment or single activity related to that play that was particularly challenging and discuss why, what you will do in the future to improve, or, if it went well, why you believe it did so and how you might refine for maximum learning. The goal, then, is to narrow and then detail in these six entries. It is up to you to decide the weeks during which you would like to complete these six entries. I strongly caution you, however, not to wait to complete these reflective entries until the end of the semester. Those who have come before you who chose this path did not fare well. Rather, space out your entries, perhaps choosing not to write an entry during a week when you have a particularly large project due in this course.

The total number of pages for all eight entries in this assignment: **at least 16 pages, no more than 24.** MLA formatting and documentation apply. As with all other assignments, you may bring drafts or ideas to me for discussion during office hours.

You will turn in the first two Analytical Journal entries on each documentary in hard copy on September 16th and 23rd, respectively. You will turn in the Reflective Journal entries in hard copy on December 2nd.

Classroom Management Plan

As you work in the field and read and discuss Wong and Wong in class, 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 should come up with specific 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.

You will upload a final draft of this assignment to Tk20 for comment and evaluation by midnight on October 28th.

Five-Day Unit Plan on The Diary of Anne Frank
As we discuss The Diary of Anne Frank and model teaching methods in class, you will also work on your own to create a five-day Unit Plan that strives to teach half of the text. The finished project, which you will upload to Tk20 for my evaluation and assessment on October 14th by midnight, will include the following:

✓ 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;

✓ Five days of Lesson Plans that outline classroom procedures in detail and reference appropriate English and Language Arts Common Core Georgia Performance Standards;

✓ All proposed assessments, rubrics, handouts, quizzes, tests, and/or major assignments that connect to the Lesson Plans;

✓ Materials that evidence the student’s evolving understanding of macro and micro teaching concerns;

✓ Emphasis on particular strategies that induce student reading skills and discussion;

✓ References and citations to other lessons or sources used for inspiration. Note: students may not adopt lessons as their own, since, in a teacher-training program, professors must evaluate whether or not students can conceive of, plan, and adequately pace their own Lesson Plans; and

✓ Documentation of outside sources using MLA format throughout as well as a Works Cited page placed at the end of the Unit Plan.

✓ Students may use a template of their own or one located on the class resource page.

✓ FYI: I have hyperlinked exemplars of a few detailed, procedural Lesson Plans and of a full sample five-day Unit Plan to the class resource page.

Two-Week Final Unit Plan on A Raisin in the Sun
For their culminating projects, students will craft and submit a ten-day detailed and procedural Unit Plan. Along with each of the requirements above, students should also heed the additional requirements of this capstone project, found below:

✓ They should choose an appropriate grade level and populate their hypothetical classroom with particular sorts of learners as they craft their prefatory narratives;

✓ They should include differentiation and Extension Exercises for at least five of the ten Lesson Plans

✓ They should include one ancillary exercise

Students will upload the final draft of this large project to Tk20 by midnight on December 11th.
Active Participation in Class Discussion, Attention to all Required Components of Connected Field Experience, and Exhibition of Professionalism, and Collegiality

Field experience begins on TR during the week of September 2nd and continues through the week of December 2nd. During this time, students will attend their scheduled Methods class on UWG’s campus and report to an assigned public school twice per week on TR during public school hours and on any teacher work days. Students will write about these experiences in six entries of the Field Experience Journal and will sometimes participate in “Infield/Outfield” discussions in Methods class. Such conversations focus on field experience at their respective site schools. For specific and detailed policies governing participation in Field Experience, examine the section entitled “Scheduling Protocol, Observation Event Protocol, and Discontinuation Policy,” found below.

Students’ participation in Field Experience requires attention to professional codes of conduct referred to in required texts for this course and their utmost dedication to learning about teaching English by 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 in exact accordance with Protocol established in this present document. 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 Observer(s), 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 but respectful discussion.

THE POLICIES AND PROCEDURES

University of West Georgia Honor Code:

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. Should I have evidence of cheating, you will earn an “F” for the 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.

My policy is a zero tolerance one.

Attendance Policies for the University and Public School:
Our class meets once per week on Monday evenings. Students who miss more than two class periods cannot pass the course, as the missed work and classroom activity will significantly impact any student’s ability to perform well. No distinction exists between excused and unexcused absences, so please make use of absences wisely. Finally, avoid repeated tardiness in a class where we seek to hone professionalism; entering class after we begin disrespectfully interrupts ongoing teaching, discussion, and learning.

Students in this course also observe in an assigned public school twice per week on TR. Should students have to miss days in the schools—and they can miss up to five—they must: call the school to speak with the cooperating teacher as early as possible on the day of absence; call Dr. Insenga as soon as possible to apprise her of your situation. Within 48 hours, the student must inform Dr. Insenga of the date on which s/he will make up the missed school day. Students who miss more than five days of observing cannot pass this course. Students who fail to make up any missed days will receive deductions in their Participation grade for this course.

Website/Paperless Policy:
Many of your past professors may have used Course Den (now D2L) for getting information to you. However, I 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—are hyperlinked on the website. Please check the site regularly for updates. You will be responsible for printing out all assigned documents from my website or via e-mail for class and for bringing them with you on days designated on the Detailed Daily Syllabus below.

Required Format:
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 or feel free to talk with me in a conference.

Students are also required to submit the following assignments/documents to Tk20 for evaluation in accordance with the detailed daily syllabus due dates/times.
found at the end of this document. Note: the Field Experience Journal entries will be submitted in hard copy.

- Mid-Term Unit Plan on The Diary of Anne Frank
- Final Unit Plan on A Raisin in the Sun
- Classroom Management Plan
- Both On-Site Observation Event Lesson Plans (these plans are also sent to the assigned Observer via ENGL ED’s Gmail account)
- Both Observation Narratives received from Observers

**UWG E-mail 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 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 fellow students, guest speakers, and/or professor about the course, scheduling conferences, or the English Education program.

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.

**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 as soon as possible. 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 missed or turn in any
work that was due on the evening of their absence. 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).

Words on Workload in this Course:
As aforementioned, this class meets once per week and is work-intensive. You will also go out into the field twice per week, as a connected component of this class. 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 first two Analytical Field Journal Entries.

Scheduling Protocol, Observation Event Protocol, and Discontinuation Policy:
Once in their assigned schools, students will follow the Scheduling Protocol below to set up the two mandatory on-site Observation Events. They will also work with their Cooperating Teacher to set up the third required teaching demonstration. This third demonstration allows the Cooperating Teacher to complete the Dispositions Rubric. The mandatory protocol for on-site Observation Events that students must follow is also below. At the end of the August 30th orientation, each student will sign and turn in separate sheets that have these protocols listed on them. These signed documents will attest that you understand these compulsory protocols in English Education along with your responsibilities and rights as outlined in the Educator Preparation Handbook: Policies and Procedures.

Scheduling Protocol for Students in English Education
1. Look for the e-mail your 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 each on-site Observation Event. These days and times should correlate with the available dates and times the Observer(s) sent to you. Please remember, too, that Dr. Insenga’s on-site Observation Event should come second.

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 by others, return to step two above.

7. Contact the Observer(s) and Coordinator within 48 hours of the scheduled Observation Event and reschedule expediently, should you find that you must cancel.

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 or University Supervisor offer professional input or assistance.

Protocol for Observation Events in Methods for Teaching Secondary English

ENGL 4238 students will...

1. Expect to be observed twice on site. Students are wholly responsible for planning and submitting detailed, procedural Lesson Plans in accordance with rules set down in this Protocol and for following the Scheduling Protocol to plan the dates and times for both on-site Observation Events by September 30th, no exceptions.

2. Attach each on-site Observation Event’s detailed, procedural Lesson Plan in an e-mail to englisheducationuwg@gmail.com no less than a calendar week before the on-site Observation Event, and upload the same Lesson Plan to Tk20 in the designated place. In the subject line of the Gmail correspondence, the Teacher Candidate will include his/her name as well as the Observer name (e.g. “Berrios for Insenga”). Note: any student-teacher who does not upload Lesson Plans in accordance with this provision must reschedule his/her Observation Event, no exceptions.
3. **Receive** an electronic copy of an evaluative Observation Narrative in their myUWG account no more than two calendar weeks after each on-site Observation Event. Such a narrative will evaluate the student teacher’s detailed Lesson Plan, teaching performance, and the ways in which the work corresponds to specific Georgia Common Core Performance Standards for English and Language Arts (CCGPS), 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 one on-site Observation Event, an Observer will fill out the quantitative Intern Keys evaluation form and return it to you along with the Observation Narrative.

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

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

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

7. **Comply** with class, departmental, campus, and state rules and regulations while at each observation and/or work site and possess a working knowledge of rules set down in the Teacher Education, Field Experiences, and Internship: Policies and Procedure Handbook, The Code of Ethics for Educators, and the Common Core Georgia Performance Standards for English and Language Arts.

**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; or
- ✅ in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as
- ✅ determined by university faculty, site administration, Department Coordinator and/or Area Chair, or the administrator who coordinates field experiences.

Please study carefully Section 4 (4.1-4.4), pages 21-24 of the Educator Preparation Handbook: Policies and Procedures for additional information and specific
steps taken if or when serious problems arise in the connected Field Experience component of this course.

**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 will also provide each of you with a business card that has my cell number on the back. Please use this number if you have an emergency related to field experience that needs immediate attention.
- While e-mail works well for answering specific questions or setting up appointments, it is not an appropriate venue to discuss grades or to hold extended conversation related to writing.
- 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 essentially not here when you do not have your materials.

**THE DAILY DETAILED SYLLABUS**

**August 26**
Course Introduction
The Job
Taylor Mali

*For our Orientation on August 30th:*
- Read and annotate each of the links found under the subheading “Links to Class Required Texts” on the class resource page

*For next class (September 9):*
- Reread this document
- View and annotate *Waiting for Superman*
- Read all of the links related to *Waiting for Superman* found on the class resource page

August 30: No class, but you have readings and a mandatory Field Work Orientation meeting from 10:30-12:00 in TLC 1204

September 2: No class or office hours—Labor Day Holiday

September 3: No class, but Field Work Commences

September 9
Discuss *Waiting for Superman*, Public School Dilemmas, and Charter School Solutions

Infield/Outfield Discussion

*For next class:*
- View and annotate *The First Year*
- Write Analytical Journal One on *Waiting for Superman*
September 16:
Turn in Analytical Journal One
Discuss The First Year
For next class:
- Read The Diary of Anne Frank
- Write Analytical Journal Two on The First Year

September 23: Reflective Field Experience Journal Entries Commence this week
Turn in Analytical Journal Two
Discuss The Diary of Anne Frank
Activity, Lesson and Unit Planning: Structures for Study
For next class:
- Read Smagorinsky, parts I and II
- Begin your Mid-Term Unit Plan
- Reminder: make certain that you schedule your on-site Observation Events if you have not already done so

September 30: both on-site Observation Events must be scheduled by this evening, no exceptions
Discuss The Diary of Anne Frank and Smagorinsky
Discuss differentiation and Extension Exercises
For next class:
- Continue to work on your Mid-Term Unit Plan
- Read Smagorinsky, part III

October 7
Discuss The Diary of Anne Frank and Smagorinsky
Tk20 Discussion
For next class:
- Finish your Mid-Term Unit Plan
- View and annotate Bully
- Read Wong and Wong, sections A and B

October 14: Upload the final draft of your Mid-Term Unit Plan to Tk20 by midnight tonight
Discuss Bully and Less Serious Management Bugbears
Infield/Outfield Discussion
For next class:
- Read Wong and Wong, sections C-E

October 18: No class, but today is the last day to drop this course with a “W”

October 21
Classroom Management
Discuss Wong and Wong
View some sections of the supplemental DVD that comes with Wong and Wong’s book
Infield/Outfield Discussion
For next class:
- Complete your Classroom Management Plan
- Complete Assessment practice work, given to you in class

October 28: upload the final draft of your Classroom Management Plan to Tk20 by midnight tonight
Assessment Practice: Facilitation

For next class:
- Complete Assessment practice work, given to you in class

November 4
Assessment Practice: Evaluation

For next class:
- Read A Raisin in the Sun

November 11
Discuss A Raisin in the Sun

For next class:
- Begin your Final Unit Plan on A Raisin in the Sun
- Listen to Kanye West’s “Blood on the Leaves” and Nina Simone’s rendition of “Strange Fruit,” linked on the class resource page
- Read the lyrics for “Strange Fruit,” linked on the class resource page
- Watch Kanye West’s performance of “Blood on the Leaves” from MTV’s 2013 VMA’s, linked on the class resource page
- Read about Steve McQueen’s “Lynching Tree,” which Mr. West uses as the backdrop for his performance—information linked on the class resource page

November 18
Discuss A Raisin in the Sun and ancillary texts

For December 2:
- Work on your Final Unit Plan on A Raisin in the Sun
- Finish your Reflective Field Experience Journal Entries—you will turn in a hard copy of these

November 25: No class or office hours—Thanksgiving Holiday

December 2: Field Work continues through this week
Turn in your Reflective Field Experience Journal Entries in hard copy
Course Evaluations
Discuss A Raisin in the Sun

For next class:
- Bring a draft of your Final Unit Plan to class for Peer Review

December 9
Class wrap-up: what’s next for you?
Peer Review of the Final Unit Plan on A Raisin in the Sun, Troubleshooting

For December 11:
- Upload your Final Unit Plan on A Raisin in the Sun to Tk20 by midnight