

Methods of Secondary Literacy Instruction Educational Studies 379 • Winter 2011

Tuesday, Thursdays
T,Th 10:10-11:55, Willis 114
Professor Deborah Appleman
Willis 106, x4010

Office Hours:
Tuesday, 2:00-4:00
Wednesday 1:00-3:00
Thursday, 2:00-3:00

and by appointment
Sign up online for office hours by following the
link at the top of the class Moodle site.

Course Description This course is situated at the nexus of theory and practice, of vision and reality, of teaching and learning. It will turn your knowledge of literature, language and writing into pedagogical content knowledge that will mark your transformation from student to teacher. Welcome!

This course has four primary purposes:

- 1) To provide an opportunity to articulate your vision of yourself as a secondary language arts teacher and to consider the implications of that vision
- 2) To engage you in developing instructional strategies that will help you animate that vision.
- 3) To help prepare you for your student teaching experience by assisting you in finding a student teaching placement
- 4) To introduce you to some general pedagogical considerations that cut across all subject matters

This course will introduce you to some of the skills and experiences that are requisite for successful secondary language arts teaching. We will explore methodologies and issues surrounding the teaching of literature, language, and composition in secondary schools.

Course Format The class meetings will include presentations or mini-lectures, discussion, activities, guest teachers, and opportunities to observe a variety of secondary language arts classrooms. By the third week of class, two to three hours per week will be devoted to observation and participation in secondary language arts classes. For a variety of pragmatic reasons, you will be working primarily in Michelle Sonnega's or Ellen Mucha's classroom at Northfield High School. During these sessions, you should be observing an accomplished teacher in practice, relating the theories we study to current practice, helping students in a variety of ways and teaching at least one classroom period length lesson.

You will also be visiting at least two other schools, which we will arrange according to your schedules. These visits are also designed to help you find your student teaching placement, which should be resolved by the end of this term.

We will be meeting on four separate occasions with the social studies methods class which is scheduled at the same time as our class.

Depending on your schedule and availability, we will also occasionally meet for lunch and meet at my Northfield House. ☺

Course Site: We will be using Carleton's course management system Moodle to post readings and to hand in and return assignments.

Course Objectives The Standards of Effective Practice for Teachers have been adapted for inclusion in this course:

1. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Course Readings The following texts have been selected for use in the course and are available in the bookstore. A complete set of books is also available on reserve in the curriculum library.

Required:

- D. Appleman-*Critical Encounters in High School English* (provided)
- N. Atwell - *In the Middle*
- Beach, Appleman, Hynds, Wilhelm -*Teaching Literature to Adolescents* (provided)
- K. Beers – *When Kids Can't Read: What Teachers Can Do*
- J. Burke – *The English Teacher's Companion*
- L. Christensen – *Reading, Writing, and Rising Up*
- K. Gallagher – *Teaching Adolescents Writers*
- L. King – *Hear My Voice*
- M. Twain – *Adventures of Huckleberry Finn*
- G. Wiggins/J. McTighe — *Understanding by Design, second ed.*

You will also be reading an adolescent novel of your choice during Topic 5. A list of suggested titles will be provided.

(Additional readings will be given as handouts. Or posted through Moodle on e-reserve)

Course Requirements

1. Attend class, keep up with the reading, and contribute regularly to our discussions.	10%
2. Keep a journal of your thoughts about teaching in general and about teaching in your particular discipline. Your journal should become a collection of your individual reflections on teaching as well as a place to address specific questions that arise from the readings and class discussions. Each week, I will pose specific questions that should be addressed in your journal. The journal will be collected (or can be turned in on Moodle). Feb. 3 and March 8	20%
3. a rationale or statement of philosophy First Draft January 6	5%
4. Create a literacy autobiography / timeline Jan 11	5%
5. Read an adolescent novel, participate in a literature circle book discussion, and write a reader / teacher response to that novel Feb. 8	15%
5. Teach one one-hour mini-lesson in a regular secondary classroom during weeks 7-10. You will arrange the time with the classroom teacher. You need to submit the lesson plan and a brief report of your teaching episode. To be arranged	20%
6. A final ten-day unit plan Feb. 24	15%
7. A teaching portfolio, which will include: <ul style="list-style-type: none"> • a rationale or statement of philosophy for teaching English / language arts (listed in #3) • Your lesson plan listed in (listed in #5) • a final ten-day unit plan (listed in #6) • a self-assessment of your current strengths and weaknesses as a teacher Due date: March 14	10%

Calendar of Topics and Assignments *

Topic 1: Course introduction: Defining the language arts, toward a vision of ourselves as teachers
Tue, Jan 4
Thu, Jan 6* **First draft of Rationale due**

**Topic 2: How do adolescents become readers and writers
characteristics of adolescent language learners**
Tue, Jan 11 **Literacy Timeline due**

Topic 3: Characteristics of contemporary high school English classrooms
Thu, Jan 13
Tue, Jan 18
Visits to selected secondary classrooms at Northfield High School

**Topic 4: Approaches to the teaching of literature:
Teaching short stories and novels
Literary theory in the high school classroom**
Thu, Jan 20
Tues Jan 25*
Thu, Jan 27
Tue, Feb 1*

Topic 5: Teaching reading; incorporating adolescent literature
Thu, Feb 3
Fri, Feb 4
Tue, Feb 8 **Journals due
Adolescent novel report due**

Topic 6: The place of poetry in the language arts classroom
Thu, Feb 10
Tue, Feb 15

Topic 7: Approaches to teaching and assessing writing
Thu, Feb 17*
Tue, Feb 22
Thu, Feb 24
Tue, Mar 1 **Unit plan due**

Topic 8: Technology in the language arts classroom
Thu, Mar 3
Visit to Elizabeth Boeser's classroom, Bloomington Jefferson High School

Topic 9: Becoming an English teacher, final considerations
Tuesday, Mar 8
Thursday, March 10 **Journals due
Optional Final Session, Presentation of portfolios**

* For these sessions, we will meet jointly with the social studies methods class. ☺

- To ensure maximum flexibility, reading lists will be posted by topic on Moodle.