



Morehead State University Professional Education Unit
Department of English
**ENG 280: INTRODUCTION to TEACHING ENGLISH
in SECONDARY SCHOOLS**
Fall 2009, 3:00-5:30 Tuesday, Combs 401
(Face-to-face classroom delivery)

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Suggested Texts:

Maimon and Peritz. *A Writer's Resource*, 2e, McGraw Hill, 2007, or a similar writing handbook
Harmon, William and Hugh Holman. *A Handbook to Literature*, 10e, Pearson Prentice Hall, 2006

COURSE DESCRIPTION: *Introduction to Teaching English in Secondary Schools* familiarizes students with national and state standards for secondary language arts and provides early field experience to explore application of those standards in actual English classrooms. Students will also develop resource portfolio to prepare for TEP requirements, to organize and reflect on content and methods course materials, and to accrue resources throughout clinical experiences and beyond. Fifteen hours of Level II field experience required.

COURSE OBJECTIVES:

Introduction to Teaching English in Secondary Schools establishes a beginning professional knowledge base by familiarizing students with national and state standards for secondary language arts and providing early field experience to explore the application of those standards in actual classrooms. Specific goals include:

- Exploring the teaching of secondary English as a standards-based profession
- Establishing professional dispositions and expectations
- Acquainting students with curricular alignment according to national, state, and local mandates as well as Kentucky's New Teacher Standards
<http://www.kyepsb.net/teacherprep/newteachstandards.asp>
- Previewing to apply content knowledge offered in subsequent English courses as it relates to units and lessons for adolescents as well as preparation for Praxis Examination
- Applying theory to practice by observing and reflecting on professional issues in actual secondary classrooms
- Developing a career-long practice of planning and reflection by initiating a viable professional portfolio

COMPETENCIES/LEARNER OUTCOMES:

The course is based on standards established by the National Council of Teachers of English and the Kentucky Department of Education Program of Studies and Core Content for Assessment in High School

English. The application of the twelve NCTE/IRA Standards for the English Language Arts

<http://www.ncte.org/standards>

and the KDE Program of Studies and Core Content 4.0

<http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>

will not only constitute part of the content of the course but also provide the competency standards as well. Students who successfully complete the course will be able to:

1. Identify and analyze the multiplicity of curricular standards that pertain to teaching secondary English language arts (NCTE/IRA Standards and Kentucky Program of Studies and Core Content for Assessment)
2. Apply those standards to the various strands of language arts, including reading, writing, literature, usage and grammar, research and inquiry, journalism, and theater
3. Provide rich description of Kentucky New Teacher Standards and MSU's professional dispositions
4. Demonstrate proficiency in basic professional knowledge in English language arts
5. Demonstrate the application of learning theory and teaching standards through critical reflection on observations of classroom teaching and learning
6. Construct a viable portfolio of documents and materials related to the teaching of English language arts
7. Demonstrate proficiency with technology and relevant Internet sites, searchable literature services, education databases, discussion lists for teachers, and software programs.

ACADEMIC EXPECTATIONS / COURSE ACTIVITIES:

Student achievement of these competencies will be measured through diverse forms of assessment: quizzes, analysis of practical classroom documents and reflective writings, and weekly intensive conversations addressing these competencies. Students will also be expected to clearly articulate their own practical philosophies regarding the teaching of all strands of English language arts (reading, writing, speaking, listening, journalism, and theater), and critically analyze the teaching methods and strategies they have been exposed to in their more than 12 years of public education as well as their observations in English classrooms. A final product will be a portfolio of materials to support their development through the program and into their profession.

TEACHING STRATEGIES

1. Group discussions of assigned readings.
2. Instructor's presentations concerning critical analysis and contexts for textual production and reception.
3. Multi-media presentations related to texts included (audio and video recordings, presentation software, and web resources).
4. Student-teacher and peer conferences about writing and presentations.
5. Student access of online resources including texts and instructional materials.
6. Use of e-mail to distribute course materials, to receive student submissions, and to facilitate correspondence relating to course concerns.

LEARNING ACTIVITIES AND ASSESSMENT TOOLS

Reading Quizzes and In-class Writings

Completing reading/research assignments conscientiously on a weekly basis is the student's first responsibility and key to success in the course. Therefore, cursory evaluation tools such as unannounced quizzes or in-class "quick writes" may help motivate responsibility.

In addition to the basic assignments listed in the calendar, students will periodically receive related assignments by e-mail or from online sources posted at the instructor's class web page. These

references, along with notes from the instructor’s in-class explanations, will be valuable for quizzes and “quick writes” as well. Conscientious class notes will facilitate assessment activities.

Annotated Editing Process

The instructor will edit submissions of student writing with handbook codes that students will use to reference grammar and usage issues (on which they need review or focus) and submit an annotated editing response. Instructions are forthcoming.

Research and Reflection Journals (and E-mail)

Students should maintain a section in their portfolio for responses to prompts based on assigned readings from online databases and web sites. Entries will be submitted individually to the instructor for evaluation but collected for discussion at conferences. Responses to prompts may be research-based, reflective, analytical, or evaluative. Because other class business is conducted by e-mail, students are encouraged to check messages daily.

Group Presentations of Lesson Materials

Students will collaborate to construct lesson materials on four topics: one on avoiding plagiarism, one on a grammar and usage concept, one on a fiction concept, and one on poetic concepts. Assignments will vary and are described more specifically as they occur.

Guided Observation Logs

Students will receive specific assignments for 15 hours of guided observations in area secondary English, journalism, and theater classrooms to be followed by written reflections, along with criteria and rubrics for evaluation.

Host Teacher Assessment

Host teachers with whom students complete field experience will evaluate student dispositions, skills and productivity with a rubric to be provided.

Resource Portfolio

Students will develop a portfolio to collect materials related to TEP requirements, to organize and reflect on content and methods course materials, and to accrue resources throughout clinical experiences and beyond.

Assessment Plan

Total points earned from quizzes, “quick writes,” reading journal entries, lesson materials, field experience, and the course portfolio will constitute a percentage of the total points possible with a grading scale based roughly on decades (90-100% = A, 80-89% = B, etc.). A rough *estimate* of the relative point values is listed below:

Quizzes, “Quick Writes,” AEs	100 points (approximately)
Research & Reflection Journal	100 points (approximately)
Lesson Materials	400 points
Observation Logs	100 points
Host teacher assessment	100 points
Resource portfolio	200 points
Total	1,000 points (approximately)

COURSE POLICIES

ATTENDANCE

Because of the value of discussion notes and class participation, and because the class meets once a week, attendance is extremely important. Makeup work is permitted only when validation (e.g., official

medical note, court notice, or obituary) is presented to the instructor promptly following the absence. If a student must be absent, he or she must notify the instructor prior to the meeting or as soon after as possible. Business or medical appointments that could be scheduled at another time are not excused absences. Regardless of absence, meeting assignments on time is still the student's responsibility. *Two or more absences by the end of the term will drop the final grade one letter. Four absences will prevent a student from passing the course.*

TARDINESS & ETIQUETTE

If the roll has been taken before a student appears in class, the absence may remain on the record unless the student checks with the instructor after class. Excessive tardiness translates as absences. Reading quizzes and "quick writes" are often given at the first of class without opportunity for makeup resulting from unexcused tardiness. Students should eat, drink, send or receive cellular calls and messages, socialize with classmates, and tend to other personal needs before or after class. Cell phones should be turned off during class.

CONFERENCES

Students are encouraged to schedule an appointment to discuss any assignment when further explanation is needed or to seek assistance of any kind. When regular office hours do not suffice, students should contact one of the instructors for appointments.

ACADEMIC HONESTY

All Morehead State University students, but especially future educators, are held to standards of integrity in scholarly research, responsible source writing, and academic presentations. Any work submitted for evaluation for your grade for the course should be entirely your own product to demonstrate your own learning.

However, there are **two** kinds of *plagiarism*: (1) intentionally *using someone else's words, or ideas, or text as if they were your own* and/or (2) unintentionally but *carelessly documenting or handling other sources*. The former is not likely in this class, and a part of the purpose of this class is to help you learn to avoid the latter. Students frequently fail assignments and sometimes the course if they plagiarize (and it's not difficult to detect). Students will receive a separate handout that clarifies the appropriate way to handle another thinker's words or ideas in their own writing.

DISABILITY ACCOMMODATION

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

SCHEDULE OF COURSE TOPICS

(Descriptions, due dates and rubrics for specific assignments will be distributed in class or by e-mail.)

- Aug 18 Course introduction; preview of online materials; AoC and TEP planning; certification exams; teaching English as a standards-based profession
- Aug 25 Strands of English language arts and areas of 8-12 certification: reading, literature, writing, language, research and inquiry, journalism, speech, and theater. NCTE/IRA Standards; Kentucky Program of Studies, Core Content for Assessment, and New Teacher Standards; MSU dispositions assessment
- Sept 1 & 8 Professional research: teaching the handling of outside sources responsibly (paraphrasing, documentation, and attribution)
- NCTE Standard 7: Students conduct research on issues and interests by generating ideas questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Sept 15, 22, 29, Oct 6 Professional knowledge base in the language we teach: language acquisition, dialects and functions, grammar and usage
- NCTE Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
 - NCTE Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
 - NCTE Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
 - NCTE Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Oct 13, 20, 27 Professional knowledge base for teaching poetry

- NCTE Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- RD-H-1.0.13 Interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language.

Nov 3, 10, 17 Professional knowledge base for teaching fiction

- NCTE Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Kentucky Core Content RD-H-1.0.8 through RD-H-1.0.15:
- RD-H-1.0.8 Interpret the meaning of a passage taken from texts appropriate for high school.
- RD-H-1.0.9 Analyze critically a variety of literary genres.
- RD-H-1.0.10 Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage.
- RD-H-1.0.11 Analyze the effect of theme, conflict and resolution, symbolism, irony, analogies, and figurative language.
- RD-H-1.0.12 Explain how a conflict in a passage is resolved.

Dec 1 Planning for the Praxis Exams; field experience reflections

Finals Week Notebook review

Morehead State's Professional Education Unit's Conceptual Framework Theme:

"Community Engagement: A Light to and From the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia--preparing professionals to improve the schools, quality of life, and the communities in which they live and serve.

Conceptual Framework Outcomes:

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty first century skills needed to make an optimal contribution to “whole” student learning in educational settings
- 2) Are competent in the collection and use of data to inform decision- making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions.
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.