



**Professional Education Unit
Department of English**

ENG 400, Studies in English for Teachers

Fall 2010

Class: Tuesdays, 3:10-5:50, Bert Combs Building, Room 403

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Office hours: Mon. 10:30-12:30, Tues. 1:00-3:00, and by appointment

Course Description: *Prerequisites: Senior standing and admission to TEP. Must be admitted to the Teacher Education Program.* English 400 is designed to meet National Council of Teachers of English and Kentucky Department of Education guidelines to prepare candidates for the clinical semester in the areas of dispositions, content knowledge, pedagogy, curriculum and assessment. The course may include up to 15 clock hours of Level III field experiences.

Guiding Questions for ENG 400:

What does it mean to be and to become a teacher of English language arts?

What are the major intellectual, ethical, and emotional responsibilities of an ELA educator?

What roles do “relationships, relevance, and rigor” play in promoting students’ learning in the ELA classroom? What does this look like in practice?

What role does the “instructional dynamic” (students-teacher-content in context) play in guiding the teaching and learning of English?

How does classroom discourse shape teacher practice and student understanding in ELA?

What do we mean by “best practices” in ELA?

What is the role of empirical research in guiding and transforming ELA?

How do local, state, and national standards frame the teaching and learning of English?

How can standards be enacted in practice?

How do conceptual units fit within standards-based curricula?

How can conceptual unit planning enhance ELA instruction?

Required Field Experience Hours: 15

“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. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

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 need to make an optimal contribution to “whole” student learning in education 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.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Design instructional activities that align with professional (NCTE/IRA) and state (KDE Program of Studies and Core Content) standards to promote student inquiry in the classroom.
2. Demonstrate discretion in the use of instructional strategies to most adequately meet student needs.
3. Reflect on the effectiveness of instruction and initiate professional change.
4. Consider essential links between assessment and planning instruction.
5. Examine diversity issues as they arise in classroom settings.
6. Prepare lessons that meet the needs of various learning styles.
7. Construct conceptual units based on current research and best practices in English education.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: English/Language Arts 8-12			English 400		
Aligned with▶ Assessment▼ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Council of Teachers of English (NCTE)	NCATE
Participation, 10 points CFO: 3, 5 SLO: N/A	1-10	N/A	N/A	N/A	N/A
Dialogue Journal, 20 pts. CFO: 1-5 SLO: 3, 4, 5	7, 8, 9, 10	N/A	Diversity, Assessment, Literacy, Achievement Gap	1-12	1, 3, 4
Discussion	1, 2, 3, 4	Core Content and	Diversity,	1-12	1, 3, 4

Facilitation, 20 points CFO: SLO:		Program of Studies—All Standards	Assessment, Literacy		
Research Presentation, 15 points CFO: SLO:	1, 7, 8, 9, 10	Core Content and Program of Studies—All Standards	Diversity, Assessment, Literacy, Achievement Gap, Technology	1-12	1, 3, 4
Mini-Unit Plan, 35 points CFO: SLO:	1-10	Core Content and Program of Studies—All Standards	Diversity, Assessment, Literacy, Achievement Gap, Technology	1-12	1, 3, 4

Assignment Descriptions:

Program:		English/Language Arts 8-12	English 400
Assessment (point value)	Description		
Participation (10 points)	<p>You are expected to attend every class, contribute to class discussions, and (inter)actively complete classroom activities. Although you may disagree with the views presented by your classmates at times, you are expected to be open to ideas that are new or different from what you have experienced. You may be assigned work to be completed and turned in before, during, and after class meetings. Late or incomplete assignments, tardiness, and missed classes will count against your final participation grade. If you are in danger of failing the course, I will let you know as soon as it becomes evident to me. All students are expected to adhere to the attendance policy outlined below.</p>		
Dialogue Journal (20 points)	<p>You will maintain a dialogue journal with one other classmate for the length of the semester. You are expected to respond in writing on Blackboard to your partner by: (a) responding to your partner's response from the <i>previous</i> week, and (b) reflecting on the <i>current</i> week's readings and responding explicitly to a specific aspect of the reading. The dialogue journal ought to function as an extended conversation between you and your partner about the ideas in the week's readings, as well as any previous readings completed in the course. Dialogue journals should be updated by 6 p.m. every Monday evening so that you and your partner have the opportunity to think about your own responses to the week's reading before meeting for class on Tuesday. Final dialogue journals will be due by the beginning of class on Tuesday, December 7th. You should have a total of 14 entries by the end of the semester. I strongly</p>		

	<p>encourage you to draft your response in a MS Word file and save to your own computer BEFORE uploading your response to Blackboard each week. For ease of reading, and so that I can assess the development of your thinking about the issues introduced in this course, please use the following system to label each entry in your dialogue journal: Lastname.week#. Further details about this assignment will be provided in class during Week 1.</p>
Discussion Facilitation (20 points)	<p>Each participant in this course will have the opportunity to lead a whole class discussion of the week's readings. The discussion should center on what the discussion leader identifies as the "essential question(s)" of the text under review. Discussion facilitators will design a series of interpretive questions about the text for which they are responsible. Each discussion facilitator will identify the goals that she or he hopes to accomplish through the series of questions that has been compiled. Finally, each discussion facilitator will anticipate follow-up questions in the event that the discussion takes an unexpected turn. How will you steer the class back on track so that you can still meet your goals? Discussion facilitators should send (i.e., email) drafts of (a) essential questions, (b) goals for the discussion, and (c) potential follow up questions to Dr. Chisholm (j.chisholm@moreheadstate.edu) by 6 p.m. each Sunday. Dr. Chisholm will usually provide feedback to the discussion facilitator within 24 hours. Further details about this assignment will be provided in class during Week 1.</p>
Research Presentation (20 points)	<p>With a partner or small group, you will choose and read an article from an instructor-provided list that details current research perspectives on best practices in English education. Your task will be to create a presentation in which you explain your assigned research study to the rest of the class. You will have 20 minutes to provide a summary of the theoretical framework for the study, the research questions, the methodology, the findings, the implications and limitations of the research. All group members must have an active role in the presentation. You should create a PowerPoint presentation to highlight the main points from your study. You will be evaluated according to a feedback form that will be distributed in class. Please read through the feedback form prior to the presentation to make sure that your group has covered all of the required aspects of the presentation. All group members will receive the same grade unless obvious differences in effort and performance are noted by Dr. Chisholm or pointed out by other</p>

	group members. Further details about this assignment will be provided in class during Week 2. Due dates: Weeks 8-11.
Mini-Unit Plan (35 points)	For this assignment, you will plan a 2-3 day, conceptual unit on a topic related to your group’s research presentation (e.g., grammar instruction, writing instruction, teaching vocabulary, YAL literature instruction, out-of-school literacy practices, reading, identity work in ELA classrooms, etc.) that prepares students to complete an assignment in the selected area of ELA. Further details about this assignment will be provided in class during Week 3. Due dates: Week 11 (mini-unit overview), Week 12 (feedback posted on Blackboard to two classmates' units), Week 16 (15-minute presentation of unit to class), Week 17 (completed plan and reflection).

Course Format and Pedagogy:

Our class sessions will be guided by six pedagogical (teaching) “tools”:

Modeling: Throughout the course, I will model current “best practices” in teaching literature in secondary schools. This will usually require that you position yourself as students of language and literature and engage in an active and interactive learning task.

Step Backs: Often after I have modeled an aspect of teaching literature, we will reflect on that experience. You will be asked to “step back” and think about and reflect on the experience as a student, a prospective teacher, and a curriculum designer. The goal is to make my pedagogical logic, choices, and “moves” visible and to consider those choices through multiple perspectives.

Shared Inquiry: All of our discussions will be based on the view that learning is a social process and that sharing multiple perspectives leads to better learning. As a whole class and in small groups, we will often discuss the readings and class activities through open-ended questions that have no “right” answer.

Quickwrites: Some days, class will begin with a quickwrite that asks you to spend 5-10 minutes writing on a question connected to the day’s topic. Sometimes the quickwrites will be collected so that I can informally assess what you are learning and how to make my teaching more effective; other times, the quickwrites will serve as starting points for our discussions.

Readers’/Writers’ Notebooks: You will be required to bring a readers’/writers’ notebook to class each day. The readers’/writers’ notebook should be a three-ring binder with lined paper in it. It will be used for quickwrites, responses to readings, and a place to store all handouts, notes, and print copies of course readings.

Formative Assessment: I will use a variety of ways to informally assess your learning and my teaching. Often this will be done through quickwrites, but I will also use class/blackboard discussions, anonymous feedback, and short activities to assess your learning informally, that is, without evaluating you (giving you a grade).

Grading Scale:

A+ = 98-100 points	B+ = 88-89 points	C+ = 78-79 points
A = 94-97 points	B = 84-87 points	C = 74-77 points
A- = 90-93 points	B- = 80-83 points	C- = 70-73 points
D+ = 66-69 points	E = below 58 points	
D = 62-65 points		
D- = 58-61 points		

Required Textbooks:

- Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts, 3rd edition*. Portsmouth, NH: Heinemann.
- Smagorinsky, P. (2008). *Teaching English by design: How to create and construct instructional units*. Portsmouth, NH: Heinemann.
- Smagorinsky, P. (1996). *Standards in practice grades 9-12*. Urbana, IL: National Council of Teachers of English.

Additional Readings: Available on Blackboard or distributed in class:

- Alvermann, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research, 34*(2), 189-208.
- Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal, 40*(3), 685-730.
- Billings, L., & Fitzgerald, J. (2002). Dialogic discussion and the Paideia seminar. *American Educational Research Journal, 39*(4), 907-941.
- Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.
- Hadjoannou, X. (2007). Bringing the background to the foreground: What do classroom environments that support authentic discussions look like? *American Educational Research Journal, 44*(2), 370-399.
- Godley, A. J., Carpenter, B. D., & Werner, C. A. (2007). "I'll speak in proper slang": Language ideologies in a daily editing activity. *Reading Research Quarterly, 42*(1), 100-131.
- Gutiérrez, K. D., Baquedano-López, P., & Tejada, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture, and Activity, 6*(4), 286-303.
- Hillocks, G., Jr., & Ludlow, L. H. (1984). A taxonomy of skills in reading and interpreting fiction. *American Educational Research Journal, 21*(1), 7-27.
- Hull, G. (1993). Hearing other voices: A critical assessment of popular views on literacy and work. *Harvard Educational Review, 63*(1), 21-49.
- Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English, 38*(1), 85-124.
- McCarthy, S. J. (1994). Authors, text, and talk: The internalization of dialogue from social interaction during writing. *Reading Research Quarterly, 29*(3), 201-231.
- McIntyre, E., Kyle, D. W., & Moore, G. H. (2006). A primary-grade teacher's guidance toward small-group dialogue. *Reading Research Quarterly, 41*(1), 36-66.

- Nystrand, M., & Gamoran, A. (1991). Instructional discourse, student engagement, and literature achievement. *Research in the Teaching of English*, 25(3), 261-290.
- Rex, L. A., & McEachen, D. (1999). "If anything is odd, inappropriate, confusing, or boring, it's probably important": The emergence of inclusive academic literacy through English classroom discussion practices. *Research in the Teaching of English*, 34, 65-129.
- Schultz, K. (2002). Looking across space and time: Reconceptualizing literacy learning in and out of school. *Research in the Teaching of English*, 36(3), 356-390.
- Smagorinsky, P., & O'Donnell-Allen, C. (1998). Reading as mediated and mediating action: Composing meaning for literature through multimedia interpretive texts. *Reading Research Quarterly*, 33(2), 198-226.
- Whitin, P. (2005). The interplay of text, talk, and visual representation in expanding literary interpretation. *Research in the Teaching of English*, 39(4), 365-397.
- Zoss, M., Smagorinsky, P., & O'Donnell-Allen, C. (2007). Mask-making as representational process: The situated composition of an identity project in a senior English class. *International Journal of Education & the Arts*, 8(10). Retrieved from <http://www.ijea.org/v8n10/>

Other Resources:

Common Core Standards Initiative Presentation and Webinar: <http://www.corestandards.org/>
Common Core Standards Initiative: English Language Arts:

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Kentucky Education Association (KEA): www.kea.org

KY Department of Education [state standards and rubrics]: <http://www.education.ky.gov/KDE/>

National Council of Teachers of English: <http://www.ncte.org>

The English Teacher's Companion: <http://www.englishcompanion.com>

Course Requirements:

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

A Reader's/Writer's Notebook that is brought to each class session.

An MSU email account: Check this regularly or have your MSU emails forwarded to your preferred account. I will use this email address for all class communication purposes.

Recommended: An NCTE student membership (\$20) and free subscription to the weekly NCTE email *Inbox: News, Views, and Ideas You Can Use!* (subscribe at: www.ncte.org/member).

Recommended: Subscribe to one of three professional journals in English education: *English Journal* (\$12.50 annual subscription), *Language Arts* (\$12.50 annual subscription), or *Voices from the Middle* (\$10.00 annual subscription).

Course Evaluation:

Participation	10%
Dialogue Journal	20%
Discussion Facilitation	20%
Research Presentation	15%
Mini-Unit Plan	35%

Attendance Policy:

1) You are permitted ONE EXCUSED ABSENCE in this course. An excused absence means that you have communicated with your instructor that you will miss or have missed a class and have the necessary documentation to allow me to make a decision on whether the absence is excused or unexcused. It is NOT up to you to decide whether your absence is excused and simply telling me that you will miss a class does not excuse you from the class. You must receive verbal or written confirmation from me that your absence has been excused. The one excused absence will not have an impact on your final course grade. You are, however, responsible for finding out what you missed from other students in the class and lack of knowledge about course content because of an absence is not excusable or reasonable for a student in this course. If you do not receive confirmation from me that your absence is excused, you may assume that your absence is unexcused and will have an impact on your course grade (see #2).

2) Beyond the one excused absence, additional absences will result in the lowering of your final course grade by one letter grade for every unexcused absence. The expectation is that you will do exemplary work in all your courses. A QPA of 4.00 should not be an unreasonable expectation for you. In the future, you will be seeking strong letters of recommendation for positions and mediocre work in courses does not permit me to recommend you highly with no reservation.

3) During the course of the semester, it is also possible that absence from class is required beyond the reasonable one-absence policy. In these cases, the absence must be excused by me, must be documented, and will be given for only extenuating circumstances such as death in the family or serious illness that requires medication and/or hospitalization (headaches, a slight cold, or fatigue do not count as serious illnesses). Excused absences will not be given for cars breaking down, traffic congestion, doctor or dentist appointments, a planned vacation, or delays at your school observation site. We all learn, teach and/or work in schools, have family responsibilities, and deal with transportation issues. These matters must be planned for in advance so they do not interfere with your responsibilities as a student in this class. An excused absence beyond the first two excused absences will not result in a lower grade if all work due or assigned for the class is completed.

4) Coming to class late (i.e., after roll has been called) three times is equivalent to one unexcused absence in the above outlined policy.

Late Work: All assignments are due at the beginning of class on the date listed on the course schedule (see below). Late work will be assessed a penalty of 3 (three) course points per late day.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

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>

Other Information and Guidelines

Please actively read all of the course assignments. This includes annotating your readings, making notes about the main ideas and questions you have about the readings, connecting the reading your own experiences, and coming to class prepared to discuss ideas in the reading.

All of the writing assignments for this course must be word processed in 12 point font with one inch margins. This should produce between 250 and 300 words per page. Proficiency with the convention of Academic Written English must be demonstrated as par of the professional competence of all prospective teachers of English.

If you are not doing satisfactory work, I will let you know in writing as soon as it becomes evident to me.

All cell phones must be place in the “off” position during class meetings.

Most assignments will be returned to you within a week and include written feedback and a grade.

Please discuss assignments, topics, excused absences from class, and your grade with me in person during my scheduled office hours, by appointment, or before/after class. If that is not possible, you can email me and expect that I will respond to your email within 24 hours Monday through Friday. Over the weekend, however, I usually do not check email.