

## **EDCI 669: Advanced Methods of Teaching English in the Secondary School**

Spring 2004: Tuesdays 4:30 – 7:10 p.m.

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### **Course Description**

The EDCI 569: Teaching English in the Secondary School and EDCI 669: Advanced Methods of Teaching English course sequence is designed to support the development of reflective, professional, collaborative, and research-based practitioners in the field of English/language arts. EDCI 569 introduces preservice English teachers to the fundamentals of theory and practice for teaching English/language arts in middle schools, junior highs, and high schools. EDCI 669 deepens and extends the knowledge, skills, and dispositions gained in 569. Class sessions, reading/writing assignments and required fieldwork in both courses emphasize current issues and recent developments in curriculum and methodology in the teaching of secondary school English/language arts.

### **Course Goals**

The purpose of EDCI 569 and 669 is to prepare teachers of English/language arts who will understand, respect, and effectively facilitate the language development and learning of the diverse adolescents with whom they work. The two-course sequence is designed to support English/language arts teachers as they:

1. develop a personal theory of language arts education which is supported by theory and research on the teaching and learning of the language arts,
2. plan and implement lessons and units of instruction which are consistent with a theoretically-strong personal theory of language arts education, and
3. make connections between theory and practice in reflective, critical analyses of curriculum and instruction in language arts.

### **Performance Standards for EDCI 569/669**

The two English/language arts methods courses have a set of performance standards which establish expectations for student achievement. By the completion of the EDCI 569/669 sequence, students will be able to:

1. describe the national, state, and local standards for English/language arts and use them as the underlying basis of classroom curriculum and instruction,
2. design coherent units of instruction and effective daily lessons which reflect current research, theory, and practice in English/language arts,
3. utilize knowledge of adolescence, language, learning, teaching, and diversity to plan and adapt instruction which maximizes learning for all students in today's schools,
4. develop assessments appropriate for identified curricular objectives and related national, state, and local standards,
5. make theoretical and practical connections across the range of curriculum, instruction, assessment, motivation, and management in English/language arts,
6. incorporate media/technology into the curriculum to enhance the teaching and learning of the English language arts,

7. reflect upon and critically analyze one's own and observed teaching practices in light of related theory and research in English education, and
8. articulate a developing personal theory of English education.

### **Required Texts**

Burke, J. (1999). *The English teacher's companion*. Portsmouth, NH: Boynton/Cook.

Christenbury, L. (1994). *Making the journey: Being and becoming a teacher of English language arts*. Portsmouth, NH: Boynton/Cook.

O'Brien, P., Roberts, J.A., Tolaydo, M. & Goodwin, N. (Eds.) (1993). *Shakespeare set free*. New York: Washington Square Press.

Somers, A.B. (1999). *Teaching poetry in high school*. Urbana, ILL: National Council of Teachers of English.

Select one:

Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. Portsmouth, NH: Boynton/Cook.

Romano, T. (1995). *Writing with passion: Life stories, multiple genres*. Portsmouth, NH: Boynton/Cook.

Subscribe to a professional journal:

Students are required to obtain a student/beginning teacher membership in either the National Council of Teachers of English or the International Reading Association and subscribe to one of their journals (English Journal, Journal of Adolescent and Adult Literacy, Voices from the Middle).

Additional readings and handouts will be distributed in class.

### **Course Requirements**

**Attendance and Participation.** Attendance is critical; class time will provide opportunities for (1) participation in hands-on activities, (2) demonstration of effective teaching strategies, and (3) reflection on readings, class activities and assignments, and observations from the field experience. (If unavoidable circumstances prevent attendance at a class, please call an instructor in advance, and contact a classmate to discuss missed activities/assignments. If you contact one of us by e-mail, please copy the other as well.) Students are expected to be consistently well-prepared to participate in class as active, thoughtful discussants. Good English language arts teachers are lifelong learners, open to new developments in research, theory, and practice. **Weekly.**

**Weekly Assignments.** In-class and out-of-class assignments are designed to supplement the learning from required readings and class presentations. These assignments will often become the basis of class activities; thus, it is important that they be completed as assigned. **Weekly.**

**Writer's Notebook.** Each student will use a Writer's Notebook as the site for personal and professional exploration of ideas and readings during the semester. Students are expected to contribute entries to this notebook on a regular weekly basis; some entries will be assigned.

(Note: The Writer's Notebook can also be used for writings, musings, sketches, etc. totally unrelated to the 669 course.) The Writer's Notebook should be brought to all class sessions; the course-related contents of this Notebook will be used as the basis of class discussions and activities and will be shared periodically with classmates. **Due weekly; to be reviewed at the discretion of the instructors.**

**Microteaching Lessons/Mini-Unit Assignments.** Students in EDCI 669 will complete two detailed individual lesson plans presented in the context of (two) unit overviews. These will be submitted in writing on **March 16 and April 27.**

**Media/Technology Toolbox.** The Technology Toolbox consists of six parts: Part I is an exploration of useful web sites; Part II is a review of journal articles on the use of media and technology in the English language arts classroom; Part III is an interview with the media/technology faculty in your building; Part IV is a review of an article or an interview/survey of the media/technology interests of adolescents; Part V is one detailed lesson plan in which technology is used to enhance instruction; and Part VI is one detailed lesson plan in which film/non-print media is used to enhance instruction. Additional information will be provided in class. (Suggestion: You might want to include this assignment in Part VII of your Professional Development Portfolio.) **Due in class on April 13.**

**Multi-Genre Paper.** This paper is an exploration of the role of language and culture in curriculum and instruction in English language arts and should reflect the culmination of course content, reading, and fieldwork from the program. Modeled after the multi-genre research paper idea designed by Tom Romano, the paper consists of at least five genres, such as autobiography, personal vignette, narrative, research paper, poetry, fiction, drama, summary, informal letter, news story, essay, etc., one of which must be technology-based (tri-fold brochure, powerpoint presentation, Inspiration-generated concept map, etc.) The paper should provide a good sense of your developing theories and perspectives on language and culture. EDCI 569/669 course texts can be used as sources, but a minimum of 7 additional readings from NCTE/IRA publications or relevant texts/journals must also be cited in the paper. Additional information will be provided in class. **Due in class on May 4.**

**Fieldwork Packet.** Each student enrolled in EDCI 669 is expected to complete a minimum of 15 hours of observation in a middle school or high school English language arts classroom. (Note: Students who are teaching or student teaching cannot use their own teaching experience to fulfill this requirement; the 15 hours must consist of observations of *other teachers*.) Additional information about the fieldwork activities and assignments will be provided in class. It is recommended that fieldwork assignments be completed as the semester progresses; the entire compiled fieldwork experiences report should be turned in **no later than May 11.**

**Developing Theory of English Language Arts.** At the end of this second course in the EDCI 569-669 course sequence, students will revise and extend the first version of the "developing theory" paper written for EDCI 569. The updated, extended version of this theory paper will be turned in as a final culminating assignment in EDCI 669 and should reflect the student's increased knowledge of the field of English language arts. **Due in class on May 11.**

### **Evaluation and Grading Procedures**

The grading system for graduate courses at GMU is as follows: A+, A, A-, B+, B, B-, C, F  
In this course, the following numerical system will be used:

A+=97-100 A=94-96 A-=90-93 B+=87-89 B=84-86 B-=80-83 C=70-79 F=below 70

Assignments should be turned in on time. Late assignments will not be given full credit; in the case of extenuating circumstances, approval must be granted in advance by the instructor.

Grades of "A" in this course are earned by students who do exemplary, distinguished work. The A+/A/A- student participates actively and thoughtfully in class; completes all required reading and related assignments in a timely and professional way; completes well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

EDCI 669 assignments are weighted as follows:

Writer's Notebook	15
Microteaching Lessons/Mini-Unit Overviews	20
Media/Technology Toolbox	15
Fieldwork Packet	15
Multi-Genre Research Paper	25
Revised/Expanded Developing Theory Paper	10

It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. Products from this class can be included in your exit portfolio for the M.Ed. program and can also become part of your professional portfolio used for job placement.

Note: This syllabus is subject to change based on your needs. If you need course adaptations or accommodations because of a disability or special circumstance, please inform me as soon as possible so that arrangements can be made.