21st Century Teachers
Secondary English Education Team

FINAL REPORT
(submitted August 8, 2002)

Project Team Members: Beth Berghoff, Steve Fox, Kerry Hoffman, Kim Brian Lovejoy (Chair), Joy Seybold, and Roger Wachtel

Members of the Project Team met five times on the following dates: Tuesday, May 7; Wednesday, June 5; Wednesday, June 12; Friday, June 28; and Wednesday, July 31. Steve Fox, Chris Leland, Kim Brian Lovejoy, and Barbara Wilcox met on March 26 to prepare the grant application. In addition to meeting five times, the Project Team collaborated via e-mail in June and July to develop ideas and revise key documents.

Below is a summary of our achievements:

I. Revised Program of Study for English Education Majors

The Project Team reviewed and assessed the proposed program of study and its relationship to requirements in humanities and the teacher preparation blocks. The Team discussed and agreed upon a number of important revisions to address Indiana’s academic standards. In addition to revising the plan of study, we discussed long-term goals, such as offering particular sections of courses for education students and meeting with literature faculty to discuss alternate approaches in teaching the literary traditions courses. A final revised copy of the program of study can be found in Attachment 1, along with a summary of major changes and an analysis of key courses in the major as they relate to the Indiana Academic Standards.

II. Definition of a Portfolio Process for Documenting Content Mastery

The Project Team first worked independently to generate ways to capture content mastery in a teaching portfolio. Each team member chose one or more of the Indiana Academic Standards and produced a sample to show how a teacher could document achievement of the standard in a portfolio. These samples were then discussed at a team meeting. In addition, we heard a report from Joy Seybold on plans for the two-year professional portfolio. After much discussion, the Team organized into sub-groups with each group responsible for revising a section of the “Guidelines for the Student Teaching Portfolio.” Revisions of these sections were circulated electronically to all members of the Team, and discussion followed at a team meeting. In our revisions, we required more narrative reflection in place of listing and outlining, added prompts to elicit substantive responses, and made the Unit Study parallel in form and content to the Lesson Plan to reinforce the
connections between the two. A draft of the revised “Guidelines” was circulated electronically for additional comments. A final revised copy of the “Guidelines,” written specifically for the English Education major, is in Attachment 2.

III. Template for the English Education “Special Methods” Course (M452)

The Project Team worked independently in responding to three key questions: What knowledge/skills are most important to middle school and secondary educators? What are the lingering debates or unresolved questions in English Studies? What is the relevance of English Studies? Following a discussion of the Team’s responses, we generated a template outlining the essential content for the M452 methods course. The template and supplementary materials (sample syllabi, bibliography, and the Team’s responses to the three key questions) are in Attachment 3.

IV. Ideas for Publication

Finally, as we have so many different perspectives represented on our committee, we have begun to outline some possibilities for sharing our work with a larger audience. Our responses to the core questions, for example, could be refined and then elaborated upon, drawing on our different perspectives, as points of focus influencing professional methods courses and curriculum for practicing teachers. Also, our approach to capturing content mastery in a final portfolio—what we start with and how we see it developing—may provide a useful model for others. As yet, it is not clear how we will proceed with this part of the project.
Attachment 1

Revised Program of Study for Middle School/Secondary English Education

Summary of Major Changes

Analysis of Key Courses in the Major
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Core (10 credits)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>UCOL U110/S100</td>
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<td>First Year Seminar</td>
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<tr>
<td>ENG W131</td>
<td></td>
<td>Elementary Composition I</td>
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<tr>
<td>ENG W132</td>
<td></td>
<td>Elementary Composition II</td>
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<tr>
<td>COMM R110</td>
<td></td>
<td>Speech Communication</td>
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<tr>
<td><strong>Education Core (12 credits)</strong></td>
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<tr>
<td>EDUC W200</td>
<td></td>
<td>Computers in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC H341</td>
<td></td>
<td>American Culture &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC X460</td>
<td></td>
<td>Adolescent Literature OR</td>
<td>3</td>
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<tr>
<td>ENG L376</td>
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<td>Literature for Adolescents</td>
<td>3</td>
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<tr>
<td>EDUC X470</td>
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<td>Psycholinguistics of Reading</td>
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<tr>
<td><strong>Analytical Reasoning (6 credits)</strong></td>
<td></td>
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<tr>
<td>Select two (6 cr.) from the following list:</td>
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</tr>
<tr>
<td>MATH M118</td>
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<td>Finite Mathematics</td>
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</tr>
<tr>
<td>PHIL P162</td>
<td></td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>ECON E270</td>
<td></td>
<td>Stats in Business/Economics*</td>
<td>3</td>
</tr>
<tr>
<td>SOC R351</td>
<td></td>
<td>Methods of Social Research*</td>
<td>3</td>
</tr>
<tr>
<td>PHIL P265</td>
<td></td>
<td>Elements of Symbolic Logic</td>
<td>3</td>
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<tr>
<td>POLS Y205</td>
<td></td>
<td>Elements of Political Analysis</td>
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<tr>
<td>PSY B305</td>
<td></td>
<td>Statistics*</td>
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<tr>
<td>GEOG G488</td>
<td></td>
<td>Applied Spatial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>*Requires a prerequisite mathematics course.</td>
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<tr>
<td><strong>Natural Science (9 credits)</strong></td>
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<td>Select one (3 cr.) from the following list:</td>
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<td>PSY B310</td>
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<td>Life Span Development</td>
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<td>PSY B360</td>
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<td>Child &amp; Adolescent Psychology</td>
<td>3</td>
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<td>Select two (6 cr.) from the following list (one must be a lab course):</td>
<td></td>
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<tr>
<td>Anthropology A103 Human Origins &amp; Prehistory</td>
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<tr>
<td>Biology N100 Contemporary Biology</td>
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<tr>
<td><strong>History (6 credits)</strong></td>
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<td>Select two (6 cr.) from the following list:</td>
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<tr>
<td>HIST H108</td>
<td></td>
<td>Perspectives on the World</td>
<td>3</td>
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<tr>
<td>HIST H113</td>
<td></td>
<td>History of Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST H114</td>
<td></td>
<td>History of Western Civilization II</td>
<td>3</td>
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<tr>
<td><strong>Arts and Humanities (3 credits)</strong></td>
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<td>Select one (3 cr.) from the following list:</td>
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<tr>
<td>CLAS C205</td>
<td></td>
<td>Classical Mythology</td>
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<td>COMM T130</td>
<td></td>
<td>Intro to Theatre</td>
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<tr>
<td>HER H100</td>
<td></td>
<td>Art Appreciation</td>
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<td>HER H101</td>
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<td>History of Art I</td>
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<td>HER H102</td>
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<td>History of Art II</td>
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<td>FOLK F101</td>
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<td>Intro to Folklore</td>
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<td>FLAC F200</td>
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<td></td>
<td>3</td>
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<tr>
<td>GER G265</td>
<td></td>
<td>German Culture in English Translation</td>
<td>3</td>
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<tr>
<td>ELAC E231</td>
<td></td>
<td>Japan: The Living Tradition</td>
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<tr>
<td>PHIL P110</td>
<td></td>
<td>Intro to Philosophy</td>
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<tr>
<td>PHIL P120</td>
<td></td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences (6 credits)</strong></td>
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<tr>
<td>WOST W105</td>
<td></td>
<td>Women's Studies</td>
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<tr>
<td>ENG G205</td>
<td></td>
<td>Intro to the Eng Lang</td>
<td>3</td>
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<tr>
<td><strong>Comparative World Cultures (3 credits)</strong></td>
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<tr>
<td>Select one (3 cr.) from the following list:</td>
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<tr>
<td>ANTH A104</td>
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<td>Culture and Society</td>
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<td>FLAC F200</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GEOG G110</td>
<td></td>
<td>Intro to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>POLS Y217</td>
<td></td>
<td>Intro to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>REL R133</td>
<td></td>
<td>Intro Religion</td>
<td>3</td>
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<tr>
<td>REL R212</td>
<td></td>
<td>Comparative Religions</td>
<td>3</td>
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<tr>
<td><strong>English Core (33 credits)</strong></td>
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<tr>
<td>I. Language (3 credits)</td>
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<tr>
<td>Select one (3 cr.) of the following in consultation with advisor:</td>
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<tr>
<td>ENG G301</td>
<td></td>
<td>History of the English Language*</td>
<td>3</td>
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<tr>
<td>ENG G310</td>
<td></td>
<td>Social Speech Patterns*</td>
<td>3</td>
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<tr>
<td>ENG W310</td>
<td></td>
<td>Language/Study of Writing*</td>
<td>3</td>
</tr>
<tr>
<td>*Requires ENG G205, Intro to the English Language, as a prerequisite course.</td>
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<tr>
<td>II. Literature (18 credits)</td>
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</tr>
<tr>
<td>Literary Genres (3 credits)</td>
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<tr>
<td>Select one (3 cr.) from the following list:</td>
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<tr>
<td>ENG L203</td>
<td></td>
<td>Intro to Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG L204</td>
<td></td>
<td>Intro to Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG L205</td>
<td></td>
<td>Intro to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>C292 Intro to Film Studies</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG L213</td>
<td></td>
<td>Literary Masterpieces I</td>
<td>3</td>
</tr>
<tr>
<td>ENG L214</td>
<td></td>
<td>Literary Masterpieces II</td>
<td>3</td>
</tr>
</tbody>
</table>
Literary Traditions (9 credits):
Select two (6 cr.) from one of the following options:

**Option A: Surveys of British Literature**
- ENG L301 Critical/Historical English Lit I 3
- ENG L302 Critical/Historical English Lit II 3

**Option B: Surveys of American Literature**
- ENG L351 Critical/Historical American Lit I 3
- ENG L352 Critical/Historical American Lit II 3
- ENG L353 Critical/Historical American Lit III 3

Select one (3 cr.) from the following:
- ENG L220 Intro to Shakespeare 3
- ENG L315 Major Plays of Shakespeare 3

Diversity Literature (6 credits):
Select two (6 cr.) from the following:
- ENG L207 Women and Literature 3
- ENG L370 Recent Black American Writing 3
- ENG L378 Studies in Women in Literature 3
- ENG L379 American Ethnic and Minority Lit 3
- ENG L381 Recent Writing 3
- ENG L382 Fiction of the Non-Western World 3
- ENG L406 Topics in African American Lit 3

III. Writing Courses (12 credits)
Select one course from each section:

**Writing Nonfiction (3 credits):**
- ENG W305 Writing Creative Nonfiction 3
- ENG W313 Art of Fact: Writing Nonfiction Prose 3
- ENG W315 Writing for the Web 3

**Editing and Style (3 credit):**
- ENG G204 Rhetorical Issues: Grammar & Use* 3
- ENG W365 Theory and Practice of Editing** 3
  *For students who need a review of grammar before teaching
  **Advanced course for students who know grammar well

**Creative Writing (3 credits):**
- ENG W206 Intro to Creative Writing 3
- ENG W207 Intro to Fiction Writing 3
- ENG W208 Intro to Poetry Writing 3

**Teaching Writing (3 credits):**
- ENG W396 Writing Fellows Seminar* 3
- ENG W400 Issues in Teaching Writing 3
- ENG W412 Technology and Literacy 3
  *Trains students to tutor at the Writing Center

Teacher Preparation (38 credits)
The teacher education program is designed to be a four-semester sequence. The courses must be taken in blocks and in sequence.
All the blocks require students to spend time in schools.
Student teaching requires 5 days a week:

**Block I: Diversity and Learning (7 credits)**
- EDUC M322 Diversity and Learning: Reaching Every Adolescent (Benchmark I) 6
- EDUC M301 Field Experience 1

**Block II: Middle School (7 credits)**
- EDUC S420 Teaching and Learning in the Middle School 3
- EDUC M469 Content Area Literacy 3
- EDUC M303 Field Experience 1

**English Methods (4 credits)**
May be taken concurrently with Block II or Block III.
- EDUC M452 Methods of Teaching English in The Senior High/Middle School 3
- EDUC M403 Field Experience 1
- Benchmark II Assessment (Secondary Benchmark II)

**Block III: High School (4 credits)**
- EDUC S430 Teaching and Learning in High School 3
- EDUC M304 Field Experience 1

**Student Teaching (16 credits)**
- EDUC M451 Student Teaching in Middle Schools-8 weeks (Benchmark III) 8
- EDUC M480 Student Teaching in High School-8 weeks 8
Attachment 1: Summary of revisions to English Education requirements

1. General education requirements are now based on the School of Liberal Arts core curriculum. This articulation with Liberal Arts is in line with moves to align English Education and English major requirements, and makes it easier for students to double major in English and English Education if they so choose. This change results in the following significant changes from the prior requirements.
   a. A second semester of composition has been added, W132.
   b. Speech (Communication R110) is now required.
   c. World history/western civilization (6 hours) is now required.
   d. Analytical reasoning (6 hours) is now required (including math, logic, statistics, and computer science options).
   e. Large, general categories in the old requirements have been replaced with more specific categories and requirements.
   f. A reading course is now required. Middle- and high-school English teachers encounter many students with reading difficulties. In fact, we recommend that the School of Education examine its courses in reading instruction to decide if secondary education students, especially English Education majors, need a new course focused on assessing reading difficulties and helping students improve their reading abilities and habits.

2. The English major has been strengthened and clarified. Requirements are more clearly connected to current needs of English teachers, and the categories are explicitly identified.
   a. The second course in linguistics must now be a 300-level course. Given the option of any two linguistics courses, most English Education students have chosen G205 and G206, thus not experiencing the specialized and applied focus of upper-level linguistics courses.
   b. Adolescent literature is now a required course, reflecting the growing importance of Young Adult Literature in the middle- and high-school English classroom.
   c. Literature courses are now in clearly-identified categories: genre courses; survey courses; Shakespeare; and diversity courses.
   d. More contemporary, diverse literature has been added to the curriculum by expanding the diversity requirement from 3 to 6 credits.
   e. The Writing component is much stronger and more clearly articulated. An “Editing and Style” requirement has been added to help future teachers understand grammar in the context of writing. A “Teaching Writing” requirement reflects the growing importance of writing instruction in schools. Instead of a single required course in advanced writing, students now have a choice of three courses, one of them new: W313, The Art of Fact: Writing Non-Fiction Prose.
The table below compares requirements in the old English Education curriculum with those in the new curriculum. The next attachment is the advising checklist for English Education.

<table>
<thead>
<tr>
<th>OLD REQUIREMENTS</th>
<th>NEW REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>General Education</strong></td>
<td><strong>General Education</strong></td>
</tr>
<tr>
<td>English W131</td>
<td>English W131</td>
</tr>
<tr>
<td>One communication/writing elective</td>
<td>English W132 and Comm. R110</td>
</tr>
<tr>
<td>Humanities 9-15 credit hours</td>
<td>History (6 hrs.) and Arts &amp; Humanities (6 hrs.)</td>
</tr>
<tr>
<td>Life and Physical Sciences 9-15 credit hours, with Biology specified</td>
<td>Natural Sciences 9 credit hours, with an adolescent psychology course specified, plus Analytical Reasoning 6 credit hours</td>
</tr>
<tr>
<td>Social and Behavioral Sciences 9-15 credit hours</td>
<td>Social Science: Women's Studies W105 and English G205</td>
</tr>
<tr>
<td>Cross-cultural studies: Educ. M300 and one other cross-cultural course (foreign language, overseas study, area study, or student teaching in a different cultural setting)</td>
<td>Comparative World Cultures 3 credit hours and Diversity Literature (6 credit hours; see English major, below)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Linguistics G205 or Educ. X470</td>
<td>G205 (in Gen. Ed. Above)</td>
</tr>
<tr>
<td>Linguistics G206 or G301 or G302 or G310</td>
<td>G301, G310, or W310</td>
</tr>
<tr>
<td>W206 or W301 or W401 (creative writing)</td>
<td>W206, W207, or W208 (intro. creative writing)</td>
</tr>
<tr>
<td>Writing W350</td>
<td>Writing: W305 or W313 or W315</td>
</tr>
<tr>
<td><strong>Professional Education</strong></td>
<td><strong>Professional Education</strong></td>
</tr>
<tr>
<td>3 Literature courses from broad list that included genre, world lit, Am lit, Adolescent lit, Black Am lit</td>
<td>One genre course; one two-semester survey of American or British literature; one Shakespeare course; one Adolescent Literature course; two Diversity Literature courses</td>
</tr>
<tr>
<td>2 British Literature courses</td>
<td>Comm. R110 in General Ed. Speech and journalism certification is available separately</td>
</tr>
<tr>
<td>Communication and Journalism (9 hrs.)</td>
<td><strong>Professional Education</strong></td>
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<tr>
<td>H340 Am. Culture and Education</td>
<td>H341 Am. Culture and Education</td>
</tr>
<tr>
<td>K205 Exceptional Children</td>
<td>Incorporated into block courses, including M322, Diversity and Learning</td>
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<tr>
<td>4 field experience</td>
<td>4 field experience</td>
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<tr>
<td>M314 General Methods</td>
<td>S420 and S430, Teaching and Learning in Middle School and High School</td>
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<tr>
<td>Special Methods M452</td>
<td>Special Methods M452</td>
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<tr>
<td>M469 Content Area Literacy</td>
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<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>------------------------</td>
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<tr>
<td>P255 Educational Psychology</td>
<td>Psy. B310 or B360 in Gen. Ed.</td>
</tr>
<tr>
<td>Educ. X470 an alternative to English G205 (linguistics), and some attention to reading instruction in methods courses</td>
<td>Educ. X470 Psycholinguistics for Teachers of Reading required (with new course to be developed in future, perhaps)</td>
</tr>
<tr>
<td>W200 Computers and Education</td>
<td>W200 Computers and Education</td>
</tr>
<tr>
<td>Educ. M480 Student Teaching: Secondary (16 hrs.)</td>
<td>Educ M451 Student Teaching: Middle School (4 hrs.) and M480 Student Teaching: High School (4 hrs.)</td>
</tr>
</tbody>
</table>
**English Education: Secondary/Middle School**

**Analysis of Key Courses* Using Indiana’s Academic Standards**

<table>
<thead>
<tr>
<th>IAS 1</th>
<th>G205</th>
<th>W206</th>
<th>L220</th>
<th>W313</th>
<th>W412</th>
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<td>Vocabulary</td>
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<td>1.1, 1.2, 1.3</td>
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IAS 2

| Structural Features of Info and Tech Materials | 2.1 | 2.1 |

IAS 2

| Analysis of Grade-level Texts | 2.2, 2.3 | 2.2, 2.3 |
|                              | 2.4, 2.5 | 2.4, 2.5 |

IAS 2

| Expository Critique | 2.6 | 2.6 |

IAS 3

| Features of Structure of Literature | 3.1 | 3.1 | 3.1 |

IAS 3

| Narrative Analysis | 3.2, 3.3 | 3.2, 3.3 | 3.2, 3.3 |
|                   | 3.4, 3.6 | 3.4, 3.5 | 3.6 |

IAS 3

| Literary Criticism | 3.8, 3.9 |      |      |

IAS 4

<p>| Writing: Org. and Focus | 4.1, 4.2 | 4.2, 4.3 | 4.1, 4.2 | 4.1, 4.2 | 4.1, 4.2 |
|                         | 4.3, 4.5 | 4.4, 4.5 | 4.3, 4.4 | 4.4, 4.5 | 4.5, 4.6 |</p>
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<tr>
<th>IAS</th>
<th>G205</th>
<th>W206</th>
<th>L220</th>
<th>W313</th>
<th>W412</th>
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<td>4.7, 4.8</td>
<td>4.9</td>
<td>4.7, 4.8</td>
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<td>Research and Technology</td>
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<td>4.10, 4.12</td>
<td>4.10, 4.11</td>
<td>4.10</td>
<td>4.11</td>
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<td>Evaluation and Revision</td>
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*G205 Introduction to the English Language
W206 Introduction to Creative Writing
L220 Introduction to Shakespeare
W313 The Art of Fact: Writing Nonfiction Prose
W412 Literacy and Technology

**Indiana’s Academic Standards, 12th Grade, English/Language Arts, Adopted by the Indiana State Board of Education Summer 2000.
Attachment 2

Guidelines for the Student Teaching Portfolio
GUIDELINES FOR
The Student Teaching Portfolio

A Graduation Requirement of the IUPUI School of Education

Introduction

The Student Teaching Portfolio gives you the opportunity to assemble convincing evidence that you have acquired knowledge of the discipline and that you understand and practice the Principles of Teacher Education. Your portfolio will include your personal philosophy about teaching, as well as artifacts that show you know the subject matter and can plan for, invite, and assess students’ learning.

The contents of your portfolio will come directly from the preparation and teaching you do as a student teacher. It is important to keep the requirements of the portfolio in mind as you embark on your student teaching experiences, as you will include a videotape of your teaching and samples of students’ work.

This booklet, written for English Education majors, explains the purpose of each part of the portfolio and provides guidelines that will help you develop professional quality entries. Teachers and principals from local schools help to evaluate these portfolios, and they are anxious to see knowledgeable, conscientious, and effective new teachers.

This portfolio is a rite of passage into a profession with new standards for beginning teachers, new licensing requirements, and new professional development expectations. It is the most important of the multiple performance assessments required in the Learning to Teach/Teaching to Learn program. When you successfully complete this portfolio, you will have demonstrated that you have the habits of mind and the practical strategies needed to be a successful teacher and learner.

Your portfolio will include:

- Your Philosophy of Education
- Integrated Unit of Study
- Analysis of School and Students
- Lesson Plan and Analysis
- Videotape of Your Teaching
- Final Reflection
Your Philosophy of Education

As a teacher, you will continually make decisions about what to teach and how to teach. You will need a clear set of beliefs to guide your teaching, commonly called your philosophy of education. Reflect on all that you have learned in the Learning to Teach/Teaching to Learn program, and articulate the beliefs that are most critical to you at this time in your development as a teacher and learner. In a narrative, identify what these beliefs are, and explain what they mean to you and why they are important. In your statement of philosophy, be sure to include information on the following topics:

- Your role as teacher and the role of students
- Your approach to integrating the language arts
- Your attention to the diversity of learners

You can use this Philosophy of Education as part of your job search packet, so format it in a way that makes it easy for an administrator or principal to read. Be organized and concise.

An Analysis of Community, School, and Students

Teachers must be able to build a comprehensive understanding of the characteristics of the schools and communities wherein they teach. They need an awareness of the unique features of the school in the context of the community and the ability to design learning experiences that build on strengths and bridge differences.

Describe the important features of the school, students, and community where you will be teaching.

Collect data 1) through personal observations about people, their lifestyles, and the environments in which they live and work, and 2) using SAVI or similar databases.

Write a profile that describes the cultural characteristics of the school context and students. Note the strengths and assets as well as the social vulnerabilities of the community. Discuss how you as a teacher will respond to the specific qualities of this teaching environment. What challenges will you face and what will you do to meet them?

An Integrated Unit of Study/A Focused Study

Plan a unit of study for your student teaching or future classroom that will span two to four weeks and integrate knowledge so that students are learning significant content and concepts. In this section of your portfolio, you will demonstrate your ability

- to set standards-based goals,
- to choose tasks that reflect the range of students' abilities and experiences,
- to assess student learning,
- to engage students in meaningful learning experiences, and
to present a rationale for the lesson, detailing your knowledge of the concept(s),
your expectations of students, and the connections between your choices in
constructing the lesson and the appropriate standards.

Include the following:

1. **Plan for The Unit of Study.** You may choose to use any of the frameworks
   presented in your methods courses to organize your unit plan. Sample focused
   studies can be found in the appendix. This unit plan should be an overview rather
   than a series of completed lesson plans. Describe the learning engagements in
   brief, but clear summaries. Be specific about resources and texts to be used.
   Describe the steps you anticipate taking with your students to guide them through
   the unit.

2. **Background Information about the Unit.** Write a narrative about the
   concept(s) under development in the unit and your assumptions about your
   students’ prior knowledge. What evidence did you use to assess your students’
   prior knowledge of this unit? How is this unit likely to be responsive to the
   students? Are there particular students who need modifications? How familiar are
   the students with the resources or procedures being used?

3. **Rationale for the Unit.** In a narrative, explain the central ideas underlying the
   unit—i.e., what the unit is designed to teach and why this is important. Discuss
   (and, optionally, supplement with a semantic map or web) the related concepts,
   knowledge, and skills that may be taught during the unit. Demonstrate that you
   have thought about the unit from multiple perspectives and can break into
   manageable chunks the deeper understanding you seek to teach. Be sure to outline
   the standards and goals for the unit. These should reflect your knowledge of the
   Indiana Academic Standards and the goals of the curriculum at the grade level
   you will be teaching. You might also explain how your unit takes into account the
   analysis you did of the community, school, and students.

4. **Assessment of Student Learning.** Articulate how you plan to monitor and assess
   student learning throughout and at the end of the unit. What will you collect and
   why? How will these items be evaluated and why? What are the criteria for
   success? How and when are these criteria communicated to students during the
   unit? How do these assessment procedures align with your instruction during the
   unit? How does the assessment address the learning expectations?

**A Lesson Plan and Analysis**

The lesson plan and analysis is an opportunity for you to get very specific about a single
lesson, a small part of your Integrated Unit of Study. In this section of the portfolio, you
will select one lesson from your teaching that enables you to demonstrate your ability
• to set standards-based goals,
• to choose tasks that reflect the range of students’ abilities and experiences,
• to assess student learning,
• to engage students in meaningful learning experiences,
• to present a rationale for the lesson, detailing your knowledge of the concept(s),
your expectations of students, and the connections between your choices in
constructing the lesson and the appropriate standards, and
• to reflect and modify your teaching to meet the needs of the learners.

Include the following:

1. **Lesson Plan Form (Appendix).** Use this form as a guideline for writing the
lesson plan. The plan should be for one class session of 40 minutes or more.
Provide copies of any classroom materials, including assessments, used with the
lesson plan.

2. **Background Information about the Lesson.** Write a narrative that explains how
this lesson fits with other learning experiences within the unit. Where does it fall
in the sequence? What concept is under development? What have the students
done prior to this lesson? What evidence did you use to assess your students’ prior
knowledge of this lesson? How is this lesson likely to engage students? Are there
particular students who need modifications? How familiar are the students with
the resources or procedures being used?

3. **Rationale for the Lesson.** Reflect on the lesson and explain the choices you
made. Why did you teach this lesson? Why did you choose the approach you did?
How was it the most appropriate for your students? What do you want student to
learn? Why is this content important to students? How will it affect their
experiences as writers or readers? What teaching and learning standards applied
in this situation? How did your choices facilitate meeting these standards? These
standards should reflect your knowledge of the Indiana Academic Standards and
the goals of the curriculum at the grade level you will be teaching.

4. **Assessment of Student Learning.** Include samples of work or homework from at
least three students to show how you evaluated the students’ learning, and attach a
copy of the assignment as well. How do the assignment and your evaluation of the
students’ work reflect the points of emphases in the lesson? Explain what the
students’ work communicates. Did the students learn what you expected them to
learn? What criteria did you use to judge the quality of the work? What feedback
did you provide to the students? How does your feedback reflect your teaching
philosophy and your rationale for the lesson?

5. **Reflection on Teaching the Lesson.** Write a reflection about the lesson that
analyzes its strengths and weaknesses: How did you elicit students’ thinking and
promote students’ participation? What adjustments did you make while teaching
the lesson? What adjustments will you make for your next lesson? What impact
did your teaching have on the students? What would you do next with this particular group of students? As you reflect on teaching the lesson, consider drawing on your own experiences (e.g., in courses, papers, presentations, projects) to demonstrate your knowledge and to substantiate your claims.

A Video of Your Teaching

Submit a videotape of the complete lesson you have submitted in this portfolio (the entire class period). Choose a ten-minute segment of the video that you believe highlights your ability to facilitate student learning. You should be visible, at least periodically, in the ten-minute segment. Set the tape so that those ten minutes are ready to play. (The reviewers may choose to watch other segments of the lesson as well.) Clearly label the videotape with your name and date.

Here are some suggestions to help you in making this tape and choosing the ten-minute segment.

1. The ten-minute segment should reflect the objective of the lesson plan.
2. Reviewers must be able to hear and understand all voices on the videotape, both your voice as the teacher and the students’ voices.
3. Reviewers want to see your students engaged in active learning. Your teaching ability can be demonstrated by students interacting with each other, by you interacting with the students, or some combination of the two. It is neither necessary nor advisable that the ten-minute segment show you lecturing to the students. In fact, if the segment focuses on students, your lesson plan and analysis can explain how you set up, facilitated, and assessed this student learning.
4. If possible, find someone familiar with videotaping to record your lesson. You might exchange this task with another student teacher, ask your cooperating teacher to do it, have your cooperating teacher ask another staff member to do it, or have a friend or family member do it (with the school’s permission).
5. You should tape as many lesson as possible. This will make you and your students more comfortable being taped. You might consider, for example, using these tapes to reflect and improve upon your teaching. You can discuss segments of tapes with your cooperating teacher or students and get helpful feedback. Videotaping can also be used to help students improve their group work.

Again, we want to emphasize that reviewers will be looking for your ability to engage students, to facilitate their learning, and to create a classroom environment that nurtures curiosity, independence, and active learning. We do not need a videotape to show us that you can talk for ten minutes (or an hour) about English. Make sure your lesson demonstrates your understanding of what you are teaching. This will also be shown through your unit and lesson plan, your analysis and reflection, and the activities your students engage in, or your interaction with students.
A Final Reflection

In this entry, you should reflect on your work in this portfolio and your own professional growth.
Attachment 3

A Template for Methods of Teaching English in Middle and Senior High
Resources for Teaching Methods Courses in English Education
Sample M452 Course Syllabi
Responses to Key Questions
A Template for Methods of Teaching English in Middle School and Senior High

The template we constructed for the methods course (M452) provides an outline of the core subject matter for the course, along with suggested activities. It is based on the Project Team’s individual and collective responses to key questions about the discipline of teaching English and the preparation of teachers. It lays out what the Team believes is essential content for a methods course. However, because there is more than one methods course offered in the Teacher Education Blocks, we envision the template as applicable to the other courses as well. We recommend that faculty in English Education review the content of each methods course and decide the areas of emphasis, using the template as a basis for discussion.

We have also included sample syllabi for M452, provided by two previous instructors of the course; a list of resources for M452 instructors; and the Project Team’s responses to key questions.

I. What are the purposes and values of secondary English studies?

A. What do we want our students to know and be able to do five years after they leave our classrooms?

B. What are the tools of inquiry used by readers, writers, thinkers and scholars in the language arts?

Activities
(a) Through class and online discussion, and reading selected articles, generate a list in answer to the above questions.

(b) Compare lists generated by the class to the Indiana State standards (teacher and student standards). Do you see any tensions or omissions in either list?

(c) Discuss the significance of items on these lists not captured by the standards.

II. How does one help students achieve those purposes and realize those values?

A. How does one assess the learning needs of linguistically and culturally diverse students?

B. How does one develop a literacy-rich classroom, especially a classroom of independent readers and active writers?

C. How does one set up and facilitate meaningful student discussions, including reading-writing workshops, reading circles, and Socratic seminars.
D. How does one integrate the language arts in project or inquiry-based units of study. How does one "think and plan backwards"—envision outcomes and work backward to the activities? Consider curriculum design that uses essential questions (Wiggins and McTighe) and various integrative designs.

Activities
(a) Begin a resource notebook or file of ideas.
(b) Locate and examine real curriculum documents from local schools.
(c) Include reading-writing workshops and Socratic seminars in M452 itself and have students reflect on their effectiveness.
(d) Develop an integrative unit of study.
(e) Examine the research literature on "teaching for understanding.”
(f) Observe teachers and the ways in which they conduct classroom discussions, and then analyze the effectiveness of the kinds of discussion you observed.

III. How does one assess student learning in English?

A. Why do teachers need to assess student learning?
B. How does one design assessments for different kinds of students, with diverse learning styles and at different stages of learning?
C. How does one involve students in assessment?
D. How does one develop rubrics for assignments?
E. How does one collect data about what students know as they begin a unit and what they learn along the way?

Activities
(a) Develop or adapt multiple assessments for one assignment or activity within your unit developed earlier in the course. These assessments will be designed for different learners within the same classroom.

(b) Profile different learners: describe their learning needs, provide evidence of learning in samples of their work, plan for "next steps" in how to support them, and so on.

(c) M452 course activities will model some ongoing, formative assessment practices.

IV. How does one become a part of the discipline of English teachers—how does one become a reflective practitioner?

A. What are the key issues in the field of English/language arts today? (See enclosed list of answers by the Project Team.)

B. What are some of the most useful professional resources (books, journals,
databases, online forums, etc.), and how does one access them, especially on a limited budget and with limited time? (See enclosed bibliography.)

C. How does one take part in professional life in ways that nurture reflective practice?

Activities

(a) Introduce pre-service teachers to organizations, professional development opportunities, teacher research, networks and support groups—for example, ITW, ICTE, NCTE.

(b) Choose one issue from IV.A and develop an annotated bibliography of 10 items.

(c) Investigate the same issue by accessing an on-line forum, visiting schools to observe best practices, or attending a conference or workshop.

(d) In a reflective piece, summarize your findings and reflect on how they inform your own teaching.
Resources for Teaching Methods Courses In English Education
Compiled by 21st Century Teachers Task Force on English Education, Summer 2002

Allen, Janet and Kyle Gonzalez (1998). There’s Room for Me Here: Literacy Workshop also see the companion website www.englishcompanion.com


SYLLABUS

M452-B685
Methods of Teaching English in the Senior High/Junior High/Middle School
Time: Mondays, 9-11 a.m. & Wednesdays, 9-Noon
Classroom: BS3013
Professor: Dr. Mary Andis
IUPUI Office: ES 3120 Telephone: 274-6814 Fax: 317-274-6864
Office Hours: By appointment only.
Home/Office Telephone: (317) 849-7392 Email: maryandis@aol.com

Required Text:

Course Description: Methods, techniques, content and materials applicable to the teaching of English in secondary schools, junior high schools and middle schools. Experiences provided to assess on-going programs in public schools and to study materials appropriate for these programs.

Course Overview: This class is designed to prepare students with the tools necessary to teach secondary English. While it will address many philosophical and theoretical issues, it will focus primarily on the following 5 issues:

Issue 1: Creating a Learning Environment [Chps. 1, 2, 3, & 4]
Issue 2: Teaching the Curriculum:
Language [Chp. 5]
Composition [Chp. 6, 9, & 10]
Literature [Chp. 7 & 8]
Issue 3: Evaluating the English Language Arts [Chp. 11]
Issue 4: Understanding Language & Linguistic Diversity [Chp. 12 & 13]
Issue 5: Developing Thematic Units [Chp. 14]

Educational Intent: [Content Goal] It is hoped that each student will gain an understanding of the complex philosophical and theoretical aspects of each of the five issues through class discussions, the text, and field experiences. [Application Goal] It is hoped, furthermore, that each student will use these issues as background to create a thematic unit which integrates the various philosophical/theoretical perspectives and practical instructional strategies.

CLASS CALENDAR

M – Jan. 11
Welcome, Introductions, Orientation
Issue 1: Creating a Learning Environment
Reading Assignment: Chp. 1
Writing Assignment: Answer Questions 1 and 2 on p. 13

W – Jan. 13

M – Jan. 18
Issue 1: Discuss Chp. 1
In-class Activity: Questions on p. 14
Reading Assignment: Chp. 2
Writing Assignment: Answer Questions on p. 19, p. 20, p. 25, p. 29

W – Jan. 20
M - Jan. 25  Tour CRC [Curriculum Resource Center] - Rm. ES 1125
  Issue 1: Discuss Chp. 2
  In-class Activity: Questions on p. 29
  Reading Assignment: Chp. 3

W - Jan. 27

M - Feb. 1  Issue 1: Discuss Chp. 3
  Develop questions for field experience interviews.
  Reading Assignment: Chp. 4

W - Feb. 3

M - Feb. 8  Issue 1: Discuss Chp. 4
  Reading Assignment: Chp. 5
  Writing Assignment: Summarize Issue 1 [5 key points]
  Oral Language Assignment: Book Sharing

W - Feb. 10

M - Feb. 15  Issue 2: Teaching the Curriculum - Language [Chp. 5]
  Assignment Due: Issue 1 Summary

W - Feb. 17

M - Feb. 22  Issue 2: Teaching the Curriculum - Composition [Chp. 6, 9, & 10]

W - Feb. 24

M - Mar. 1  [Midterm Week]
  Issue 5: Developing Thematic Units [Chp. 14]

W - Mar. 3

M - Mar. 8  Issue 5: Developing Thematic Units (continued)
  Assignment Due: Parts 1 & 2 of the Field Experience

W - Mar. 10  Group and Individual Conferences about Thematic Units

M - Mar. 15  SPRING BREAK

M - Mar. 22  Issue 2: Teaching Curriculum - Literature [Chp. 7 & 8]

W - Mar. 24  Group and Individual Conferences about Thematic Units

M - Mar. 29  Issue 3: Evaluating the English Language Arts [Chp 11]

W - Mar. 31

M - Apr. 5  Issue 4: Understanding Linguistic Diversity [Chp. 13]

W - Apr. 7
Grades in this class will be an average of:

1. The issue 1 summary (10%)
2. The field experience: Parts I, II, & III (30%)
3. Thematic unit (50%) & Interactive bulletin board (10%)

Grade Scale: A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4

Field Experience Assignment

M408 - B684

There will be 20 hours of field experience focusing on English in the senior high/junior high/middle school, in addition to the classroom time comprising this English methods class. The field experience will be in three parts as follows:

Part 1: 5 interviews with 5 different students about their experiences in English/literature classes in secondary school.

Purpose: To understand how students experience, feel about, and learn the subject of English/literature

Instructions: Collect the data on interview sheets. The interviews may be handwritten. Write a 1-page report, single-spaced and typed, which summarizes (1) the patterns/what you learned from the data and (2) how you will use this information from the data in your future teaching experience. Submit both the 1-page report and the 9 data sheets.

Part 2: 1 hour of observation in a bookstore.

Purpose: To get an understanding of how people teach themselves about books and language.

Instructions: Collect the data by writing down observations in a small notebook. Write a 1-page report, single-spaced and typed, which summarizes (1) what you observed about interest, self-learning or natural teaching and (2) how the observations fit with things we have learned in text. Submit both the 1-page report and the observational notes.
Part 3: 15 hours of tutoring a student in English/literature in a secondary school. [If you are at Brownsburg Middle School, this will include 3 hours of observation.]

Purpose: To understand how students learn English/literature in secondary schools.

Instructions: Keep a notebook which holds the 15 lesson plans or observation notes. The lesson plans may be handwritten. Use the format given to you in class. In each session, try to incorporate something you have learned from either our class discussions or text. After each lesson, summarize what happened in a paragraph or two. These summaries need to be typed. At the end of the semester, submit the notebook with the lesson plans/observation notes and the typed summaries.

The last day of class you must also submit the completed Field Experience Log attached to this syllabus.
M452 English Methods
Spring 2002

Instructor: Cynthia Jackson  E-mail: cynjacks@iupui.edu  Office: E3108  Phone: 274-7332 work 826-4604 home

Office Hours: Tuesdays 11a.m. – 1p.m. and Thursdays 11a.m. – 12 noon  All other hours have to be arranged.

Class Times: Tuesday and Thursday 8a.m. – 11a.m.  Location: ES1128

Textbooks:

Course Goal: To prepare students for teaching English in middle and high school classrooms.

Guiding Education Principles

Conceptual Understanding of Core Knowledge The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary education candidates, this means developing rich expertise within their chosen discipline.

Reflective Practice: Practice The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and contexts from multiple perspectives.

Teaching for Understanding The ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

Passion for Learning The ability of teachers continually to develop their own complex content and pedagogical knowledge and to support the development of students’ habits of continual, purposeful learning.

Understanding School in Context of Society and Culture The ability of teachers to value and teach about diversity; to recognize the impact of social, cultural, economic, and political systems on daily school life; and to capitalize on the potential of school to minimize inequities.

Professionalism The ability of teachers to be active members of professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.
Assignments & Projects

Block II Assessment
Handout given next class

Poetry
We will engage with poetry both in our own writing and by thinking about poems from those who write professionally.

Language & literacy autobiography
To be outlined on ONCOURSE

Multigener paper
To be outlined on ONCOURSE

Research Mini Lesson
Using diverse sources, research a language education issue that you are for or against. You will present a mini lesson in class.

Grammar Mini Lesson
Mini lessons are between 10 - 15 minutes in length. They should be taught in connection with student writing.

Writing Workshop papers
In class trial and error so the process can be viewed.

Reader Responses
These are responses to the assigned readings, at least one page but don’t try to write a novel.

Journaling
These are in class writings with which we will play around.

Connections to real life
Bring in samples from texts that illustrate language issues, witty bits, language play, language problems, etc.

Tentative Schedule of Classes

Focus question: How do we learn language?

Jan. 8, 2002
Introduction
Assignment: read pages 1-100 from Fu
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Jan. 10, 2002
Discussion of syllabus
Pattern Poems
Language Attitudes discussion
Journal Topics
Assignment: finish Fu
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses
Jan. 15
Personal Narratives
PREWRITING
Journal Topics
Assignment: Read Cary
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Jan. 17
Collaboration
DRAFTING
Personal Narratives
Peer Review
Teaching Grammar – whose Standard English?
Assignment: Write or create your language autobiography – due Jan. 22
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Jan. 22, 2002
Expository Writing
Author’s Circle
REVISING
Assignment: read Gaughan, chapter 1 (pages 1-15) & Beach chapter 1 (pages 1-25)
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Jan. 24, 2002
What does a teacher need to do?
Expository Writing
Student research mini lesson
REVISING
Language play
Assignment: read Gaughan & Beach chapters 3
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Jan. 29, 2002
Poetry
EDITING
Student research mini lessons
Language Teaching
Assignment: Beach chapter 2
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Jan. 31, 2002
Poetry
EDITING
Student research mini lessons
Assignment: Beach chapter 4
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses

Feb. 5, 2002
What does it mean to be a reflective practitioner?
Letter writing
Student Mini lessons
Preparation for field experience
PUBLISHING/ Author’s Circle
Student research mini lessons
Assignment: Beach chapters 5 & 6
Write a reader’s response & post on ONCOURSE
Respond to two of your peers’ responses
Feb. 7, 2002  Field Experience

Feb. 12, 2002  What does it mean to be an adolescent?
Initial impressions of Tech.
Student research mini lessons
Student mini lessons
Assignment: Gaughan chapter 4
Write a reader's response & post on ONCOURSE
Respond to two of your peers' responses

Feb. 14, 2002  Field Experience

Feb. 19, 2002  Literature at the heart of instruction
Student Mini lessons
Assignment: Gaughan chapter 5 & 6
Write a reader's response & post on ONCOURSE
Respond to two of your peers' responses

Feb. 21, 2002  Field Experience

Feb. 26, 2002  Film Day
Student Mini lessons
Assignment: read chapter Beach chapters 7 & 8 and Gaughan chapter 8

Feb. 28, 2002  Field Experience

Mar. 5, 2002  Centers Day
Student Mini lessons
Assignment: read Beach chapters 9 & 10

Mar. 7, 2002  Field Experience

Mar. 12, 2002  Spring Break

Mar. 14, 2002  Spring Break

Mar. 19, 2002  Expanding the literary canon
Student Mini lessons
Assignment: read Beach 11 & 12

Mar. 21, 2002  Field Experience

Mar. 26, 2002  Why critical literacy in urban education?
The current American dream
Student Mini lessons
Assignment: read Gaughan chapter 8

Mar. 28, 2002  Field Experience

Apr. 2, 2002  Persuasive Writing
Computer Presentation
Internet exploration
Student Mini lessons
Apr. 4, 2002  Field Experience
Apr. 9, 2002  Multigenre presentations
Apr. 11, 2002 Field Experience
Apr. 16, 2002 Multigenre presentations
Apr. 18, 2002 Last Field Experience
Apr. 23, 2002 Multigenre presentations
Apr. 25, 2002 Leftovers

Final's Week Optional depending on how the class has progressed.
Responses to Key Questions

The committee members answered three questions based on their own expertise and experience. The answers to these questions will be used to guide development of a common curriculum for the English methods course and to promote conversation among English and English Education faculty and secondary teachers. Committee members are indicated in parentheses as follows: SF (Steve Fox); KH (Kerry Hoffman); KL (Kim Lovejoy); JS (Joy Seybold); RW (Roger Wachtel)

1. What are the lingering debates/unresolved questions in English Studies today that middle and secondary teachers should know as part of their training?

(a) Is writing process or product? (RW)

(b) What is the role of personal writing in school? (SF)

(c) What is the best way to teach research-based writing? Can one throw out the traditional research paper in favor of alternatives such as multi-genre research papers, saturation papers, I-search papers? (SF)

(d) Does the explicit teaching of grammar have any place in the English Studies curriculum at the middle- and high-school level? (SF) What is the relationship between grammar instruction and writing improvement? (KL)

(e) Teachers should think about what we "teach" as literature. What is the canon and should we be teaching for cultural literacy or to begin a love of reading/literature and can these two ideas be combined? What is the place of YA and high interest literature? (RW) When and how should students read literary works from the "classic" canon, or even the contemporary adult classics? (SF)

(f) What do we mean by multiculturalism? How do teachers create a multicultural classroom? (KL)

(g) How does one balance these purposes of secondary English: college preparation, vocational and professional preparation, personal development? (SF)

(h) Although it would seem to be a concern only of early elementary education, the debates and questions about how children learn to read should be understood by secondary English teachers. These teachers need to be allies of their colleagues in the earlier grades and thoughtful representatives of the English teaching profession. Also, secondary English teachers must know how best to deal with their students' reading problems. (SF)

(i) To what extent should English classrooms accommodate the visual bent of our culture and our students? Is "visual literacy" our concern? (SF)
(j) What is the role of pop culture in the English curriculum? Should we teach or incorporate film, TV, popular music? (SF)

(k) ESL (ENL) issues will be big ones for new teachers, as will issues of inclusion and differentiation (KH, JS). Meeting needs of all learners (KH). What should special needs students be taught? Is there a separate lot of knowledge that they need, or do they help accessing the same content as every other student? (RW)

(l) Addressing student interest while addressing standards (KH) How do standards and standardized testing enhance and block good teaching and learning? (RW) How can teachers hold to their professional/philosophical beliefs and also attend to the pressures of standardized tests and institutional politics (e.g., senior faculty/instructional leaders whose philosophies and pedagogy may differ)? (KL)

(m) Learning how to collect data to document incoming knowledge and growth over time will be important to teachers. Experienced teachers are learning how to do this reluctantly as PL 221 moves forward. (JS)

(n) Writing and reading across the curriculum (RW)

(o) Is portfolio instruction/assessment a practical teaching/learning tool? (KL)

2. What is the relevance of English Studies for middle and high school students?

Nothing could be more relevant; though some teaching approaches work amazingly well at rendering English Studies irrelevant and boring, which is a crime. It's hard to avoid platitudes in answering such a question. But the things that adults who are not English teachers say about the value of writing, reading, literature, and communication are true. What we must not do is spend much time preaching these things. We must offer students engagements they cannot long resist. Projects involving students’ own curiosity, audiences beyond the teacher, and public literacy are the key to relevance in the English classroom at any level.

_English Studies at its best will help students do the following:_

(a) Become lifelong learners by becoming readers. People who learn through reading (not just electronic media) will usually be better citizens, too. (RW) Develop a lifelong habit of reading for pleasure and information. (SF) Read critically and be informed citizens. (KL)

(b) Develop "digital literacy." Understood more broadly, how does one read and respond to different texts for different purposes in different contexts? Which skills are necessary for different purposes and contexts? How does "reading" the Internet connect with reading Shakespeare? (JS)
(c) Appreciate all kinds of people and cultures through texts written by a diversity of writers, including other young writers. (SF) Use the study of language and literature to become more "human" by considering different contexts, perspectives, issues, emotions, and beliefs. (KH) Understand issues of multiculturalism. (JS)

(d) Understand different tones (such as irony, outrage, and humor); different rhetorical devices (such as metaphor, analogy, and parody); and different genres (such as the short story, parable, comedy of manners, and formal argument). (SF)

(e) Use language, especially written language, to accomplish their purposes and fulfill their various roles in life. (SF)

(f) Play with language. (SF)

(g) Realize the complexity of linguistic acts and develop a descriptive and empathetic approach to language, rather than a prescriptive one. (SF)

(h) Apply their language abilities across disciplines. (KH)

(i) Do well on standardized tests. To a student, standardized testing—from elementary through the SAT—is very important for placement in classes, how they are judged by colleges—for their very graduation. Good or bad, ISTEP makes English studies relevant. (RW)

(j) Develop approaches to problem solving and analysis. (KH)

(k) Have a context for the study and understanding of human behavior, motivation, relationships, choices, points of view, symbolism, etc. (KL)

(l) Develop tools for creative responses to important questions; personal discovery and growth. (KL)

(m) Develop communication skills. (RW) Communicate effectively and, as informed citizens, effect change. (KL)

3. What knowledge and abilities are most important, in your view, for middle and secondary English educators?

(a) Being versatile, playful, confident writers and readers themselves. Teachers should keep exploring new kinds of texts and be open to new discoveries, in their own field and in others. (SF)

(b) How to talk to students about their writing—in a greater sense, how to teach writing as a process. (RW) Responding to student writing in ways that encourage, celebrate, and guide. (SF)
(c) How to encourage a love of reading. (RW)

(d) How to read and discuss literature in a variety of genres and cultures so that students can appreciate its value in their lives and find meaning in the ways that writers represent our world and the human condition through writing. (KL)

(e) How to facilitate small-group discussion of various texts, including students’ own texts. (SF)

(f) How to teach critical reading skills, including the use of all language arts to learn and show learning. (KH)

(g) How to teach grammar, vocabulary, spelling—or how not to teach these conventions—so that the teaching and learning has real impact. (RW)

(h) Understanding language as an integral aspect of culture and identity; the process by which language is acquired—speech as a natural learning process and writing as an “unnatural” learned behavior; the varied uses of speaking and writing, including the range of linguistic and rhetorical options available to speakers and writers; an awareness of situational elements that govern the choices of language users; the purposes of “standard” speech and writing in the context of other varieties; and the ability to demonstrate their knowledge by communicating effectively as speakers and writers. (KL)

(i) How to address needs of all learners, helping all learners move forward in their learning. Taking each student from where they are when they enter the classroom to their fullest potential—scaffolding. (KH)

(j) How to work with special needs students, including ELL. (RW)

(k) How to teach illiterate and literate students. (RW)

(l) How texts and learning can be enhanced through visual, aural, spatial, and technological means. (KL)

(m) How to “think and plan backwards.” New teachers need knowledge in how to use standards to envision intended outcomes and to think about the essential tools of the discipline that one needs to know and be able to use in order to reach the intended outcome. Thinking about larger units of study that incorporate multiple areas of the language arts, articulating some essential questions or tools of the discipline, and formulating unifying themes are difficult skills for new teachers yet ones they need to demonstrate. (JS)

(n) How to create a curriculum that dances in tune with student needs and interests. Any English teacher who does this will help students meet most of the worthwhile goals prescribed by various professional and governmental groups. Better this dance than a lockstep march to so-called “external standards.” (SF)
(o) How important it is to know where to gain access to research and scholarship in their teaching areas and what to do with it once they've found it. Too many teachers stop their education as they graduate—that ought to be the beginning of their true learning. (RW)