

**CIEP M61
Secondary Methods: English
Loyola University Chicago
School of Education
Fall 2011
Syllabus**

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Class Meets: Tuesday 4:15 – 6:45 LSC – MUND 408
Office Hours: Tuesday 2:00-4:00 or by appt.

Course Overview and Conceptual Framework

This course contributes to the realization of the School of Education's conceptual framework, "Professionalism in Service of Social Justice," by assisting students in acquiring the skills they will need as secondary English teachers in diverse contexts. Specifically, the course aims to have students grapple with the complexity of working in their distinct discipline in diverse settings. Students will engage in planning curriculum, practicing instructional strategies, examining standards, developing assessment tools, observing classroom instruction, and teaching in diverse settings.

This course attempts to create a learning environment reflective of the conceptual framework's emphasis on knowledge, skills, and ethics. The course stresses common inquiry and as a result students will find themselves in small and large groups discussing readings, analyzing documents, investigating problems or answering questions. Course assignments are designed for individuals and groups to explore critical questions about teaching content-rich curriculum in diverse contexts. This combination of group and individual investigation is designed to foster an interdependent learning community.

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course is aimed specifically at developing professional secondary English teachers in the service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy will contribute positively to the literacy, skills, and success of your students.

Conceptual Framework Standards Addressed and Assessed in CIEP M61:

- LUC CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- LUC CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- LUC CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- LUC CF5: Candidates demonstrate technological knowledge and skills which enhance education.

Diversity

This course supports the School of Education's conceptual framework in preparing English teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Technology

Students will use technology to access information from Blackboard in order to complete assignments. Students will also use technology resources to develop curriculum and learning experiences. Many of these will be submitted through LiveText. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Objectives

Objectives for this course are derived from the National Council of Teachers of English (NCTE) standards and from the National Council for Accreditation of Teacher Education (NCATE). You should be familiar with these standards, as well as with the Illinois English Language Arts Standards, Goals 1-5, and the Illinois Professional Teaching Standards.

As a result of this course, teacher candidates will be able to:

NCTE/NCATE:

- 2.1 create and sustain an inclusive and supportive learning environment which all students can engage in learning
- 2.2 use ELA to help their students become familiar with their own and others' cultures.
- 2.3 demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
- 2.4 use practices designed to assist students in developing habits of critical thinking and judgment.
- 2.5 make meaningful connections between the ELA curriculum and developments in culture, society, and education.
- 2.6 plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.
- 3.1 demonstrate knowledge of, and skills in the use of, the English language.
- 3.2 demonstrate knowledge of the practices of oral, visual, and written literacy.

- 3.3 demonstrate knowledge of reading process
- 3.4 demonstrate knowledge of different composing processes.
- 3.5 demonstrate knowledge of, and uses for, an extensive range of literature.
- 3.6 demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.
- 3.7 demonstrate knowledge of research theory and findings in English language arts.
- 4.1 examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.
- 4.2 align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
- 4.3 integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.
- 4.4 create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability
- 4.5 engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.
- 4.6 engage students in critical analysis of different media and communications technologies and their effect on students ' learning
- 4.7 integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication
- 4.8 engage students in making meaning of texts through personal response.
- 4.9 demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts
- 4.10 integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Illinois ISBE English Language Arts

- 19. the competent English language arts teacher recognizes the components of the communication process and understands the importance of effective communication in the classroom
- 20. the competent English language arts teacher understands the influence presented by people, their relationship to each other, and the ability to adapt their communications to the needs of their constituencies and the situations or settings in whi
- 21. the competent English language arts teacher understands and is aware of diversity as he/she communicates
- 24. the competent English language arts teacher knows and uses oral messages that inform, clarify, persuade, and/or inspire while respecting differences in listeners' backgrounds
- 25. The competent English language arts teacher manages or overcomes communication anxiety and helps assist students manage and control their anxiety

Illinois Professional Teaching Standards

IPTS 1: Content Knowledge: The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

IPTS 2: Human Development and Learning: The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

IPTS 3: Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

IPTS 4: Planning for Instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

IPTS 6: Instructional Delivery: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

IPTS 7: Communication: The competent teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

IPTS 8: Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

LUC Conceptual Framework Standards

LUC CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

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Required Text

Fitzgerald, F. Scott. (1999). *The Great Gatsby*. New York: Scribner.

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.

Milner, J., and Milner, L., (2008). *Bridging English*. (4th ed.) Upper Saddle River, N.J.: Prentice Hall.

Silver, H., Strong, R., & Perini, M. (2001). *Tools for promoting active, in-depth learning*. Ho-Ho-Kus, N.J.: Thoughtful Education Press.

Other readings as assigned.

Professional Organizations

You are encouraged to join the National Council of Teachers of English. The student rate is \$20.00. You may join at www.ncte.org.

Expectations

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA.

Late Work: No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically **prior** to the start of class.

Distractions such as cell phones and MP3 players should be turned off. Laptops may only be used with the permission of the instructor.

Assignments

I. Book-Noted Novel

For this assignment, you will turn in your book-noted copy of your assigned novel. Reading a novel as a student is quite different than reading a novel through the filter of an English teacher. As you read (or re-read) your novel, mark passages that you want to share with your students. Highlight examples of symbolism, imagery, etc. Mark passages that connect with the lives of your students in some way. Develop "hook" questions for each chapter. Circle words that may be difficult for them. Basically, anything that is "teachable," should be marked in your book. Rely on outside sources to accomplish this task. Yes, you should be familiar with *Cliff Notes*, *Spark Notes*, etc. Your students will be! Also, consider ideas presented in literary criticism. Check out Bloom's compilations and other contemporary criticism. Don't be overwhelmed...this process is on-going...over the course of your teaching career! This assignment is worth points 20 points.

II. Micro Teaching

Micro-Teaching Presentation, Reflection, and Lesson Plan (40 points for micro teaching and lesson plan – 20 points for micro teaching reflection)

Students will deliver a discussion lesson to their peers in M61. Topics of the discussion lesson will be tied to your assigned novel. Students will be required to turn in a lesson plan for their discussion lesson. Students will be videotaped during their microteaching and will be required to watch the video outside of class and offer a reflection of their work. Further details and a micro-teaching rubric will be given in class and will be available on Blackboard.

III. Clinical Experience (Pass/Fail)

This course includes a required clinical field experience of at least 35 hours, spread throughout the semester. You are not "finished" with your clinical experience if, for example, you happen to spend thirty hours at the school in the first month. Additional hours you spend on site will be regarded favorably. Our field experience site is to be determined. The clinical offers you the opportunity to observe and work with experienced English teachers or other professionals involved in the education of young people while practicing teaching principles you have learned in this course and your previous courses in order for you to develop your professionalism as an English teacher. It is my sincere hope that, in the course of this clinical experience, you are given an opportunity to demonstrate what you have learned in terms of designing and delivering English instruction. Every attempt will be made to pair you with a mentoring teacher(s) who will encourage you to work with small groups, tutor one-on-one, and deliver a lesson or two. Successful completion of clinicals, as judged by the Loyola faculty supervisor, using the Loyola Assessment of Capacity for Professional Education, is required to pass this course. Teacher Candidates will receive a Pass/Fail for the clinical component. In addition, you will have a specific assignment for this course that can only be completed upon completion of the clinical experience. The grade for this assignment will be averaged into your overall grade for the course.

Our first visit to the school(s) will be in September/October and then you will attend the school/site at least twice a week until class ends.

It is your responsibility to be in touch with your cooperating teacher/mentor so that you are prepared for your experience each week. Your schedule is dependent upon the needs of your cooperating teacher/mentor, though we would like you to have some teaching experience.

You are always guests in the school/site, and should act professionally at all times. See how you can be of service to them, in accordance with the School of Education's conceptual framework ("professionalism in the service of social justice"). Your knowledge, skills, and dispositions will be evaluated at the end of the semester using Loyola's Professional Candidate Assessment Form.

IV. Reflection on Total Clinical Experience

Part of growing in professionalism is becoming a reflective practitioner, meaning that you think about what you or others do and modify your own behavior accordingly. Teaching in particular requires on-going reflection as you assess what does and doesn't work in the classroom.

You need to do one reflection this semester upon completion of your clinical experience. Your reflection should

- Be approximately 3-4 typed, double-spaced pages
- Address your experience in your field experience

Please change the names of any clinical students or teachers you mention in your reflection in order to respect their privacy, and please maintain a standard of professionalism in your writing. This is not so much a journal as it is an integration of your experience, what you have learned, and what you think you should do next.

Further details for your reflection are available on Blackboard. Your Clinical Reflection is worth 25 points.

V. Internet Project

You will be designing a high school web-based project. The project should explore some aspect of your assigned novel. The project design should allow your students to use technology to deepen their understanding of particular places, concepts, events, or issues related to the novel. Students will need to use lower-order thinking skills – knowledge, comprehension and application, but must also engage in high-order thinking – analysis, synthesis, or evaluation.

The project requires you to make use of a **web resource page** generated on Filamentality, <http://www.filamentality.com>. (Note: Filamentality refers to web resource pages as “Hotlists”.) The resource page allows you as a teacher to review and limit the web sites your students will use in completing the activities you have designed.

Further details for your Internet project will be discussed in class and will be available on Blackboard. The Internet project is worth 25 points.

VI. Lesson Plans

Students will create five individual lesson plans for their canon classic. These will be turned in throughout the semester. Check the calendar for turn-in dates and requirements. These lesson plans are in addition to the lesson plans included in the Curriculum Development Project. Each lesson plan is worth 5 points.

VIII. Curriculum Development Project

Each student, using the *Understanding By Design* framework, will construct an instructional unit in their content area using your assigned novel. The format and details of this assignment will be given in class and will be available on Blackboard. This assignment is worth 60 points.

Task #1-6 of the Curriculum Development Project will be turned in as a formative non-graded assessment so that candidates can receive feedback before completing their unit.

IX. Class Participation

Each class member should plan to participate *actively* in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Students should come to class having read the assigned readings and be prepared to provide evidence of their understanding. Students missing two or more classes of CIEP M61 will be ineligible for an “A” in the course. Class participation is worth 20 points.

Grade	Percent	Points
A	93%	218-235
A-	90%	211-217
B+	87%	204-210
B	83%	195-203
B-	80%	187-194
C+	77%	180-186
C	73%	171-179
C-	70%	164-170
D+	67%	157-163
D	63%	148-156
D-	60%	140-147
F	59% and below	139 or below

Date	Topic	Reading Due	Assignment Due	Other Details
Tuesday, August 30	Introduction/ Syllabus/Course Requirements			PLC Novel Groups
Tuesday, September 6	Classroom Community and Designing Instruction	Milner Ch 1 & 2		
Tuesday, September 13	Essential Questions and Enduring Understandings UbD Stage I	Assigned Literary Classic	Book-Noted Novel	
Tuesday, September 20	Evaluating Learning UbD Stage 2	Milner Ch 13	Theme Essay (Task 1-6) Non-Graded <i>Hard copy in class for professor and PLC</i>	
Tuesday, September 27	Teaching Literature	Milner Ch 5	Performance Assessment Student Handout w/rubric <i>Hard copy in class for professor and PLC</i>	Micro Teaching 1
Tuesday, October 4	Teaching Literature	Readings as Assigned Milner Ch 7	Lesson Plan for Section 1 of your classic novel <i>Turned in via LiveText and hard copies for your PLC</i>	Micro Teaching 2
Tuesday October 11	Fall Break No Class			
Tuesday, October 18	Teaching Literature	Readings as Assigned	Lesson Plan for Section 2 of your classic novel <i>Turned in via LiveText and hard copies for your PLC</i>	Micro Teaching 3
Tuesday, October 25	Teaching Writing	Milner Ch 11 Readings as Assigned	Lesson Plan for Section 3 of your classic novel <i>Turned in via LiveText and hard copies for your PLC</i>	Micro Teaching 4

Tuesday November 1	No Class			
Tuesday, November 8	Teaching Writing	Milner Ch 12	Lesson Plan for section 4 of your classic novel <i>Turned in via LiveText and hard copies for your PLC</i>	Micro Teaching 5 &6
Tuesday, November 15	Teaching Poetry	Milner Ch 6	Lesson Plan for Section 5 of your classic novel <i>Turned in via LiveText and hard copies for your PLC</i> Internet Project <i>Hard copy in class and sent electronically via email with active links</i>	Micro Teaching 7 & 8
Tuesday, November 22	Teaching Grammar	Milner Ch 3		Micro Teaching 9 & 10
Tuesday, November 29	Teaching Non- Fiction	Milner Ch 9	Curriculum Development Project <i>Hard copy in class and attached in LiveText</i>	Micro Teaching 11 & 12
Tuesday, December 6	Impact on Student Learning	Readings as Assigned		
Tuesday, December 13	Final Exam			