ED 440: THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS, FALL 2014
Fridays, 1:00-4:00pm
Room 1309/1315 (Whitney)

COURSE OVERVIEW

In this course, we will begin a conversation about the purposes for teaching English in public schools with diverse populations. We will cover the teaching of reading, speaking and listening, language, and writing. We will discuss the principles that inform our teaching and explore models of how these might play out in classrooms. Ultimately, I want to help you develop principled practice; that is, I hope your teaching will reflect deep principles about teaching and learning with a range of students.

The teaching of reading requires both an understanding of general and ELA specific reading strategies. You have begun to build this understanding in your Literacies course, ED 402. We will build on those understandings by investigating our own reading practices, those of students in our placements, and how to best support students in becoming better readers of the multiple texts they will encounter in and out of English classes. We will focus on the practice of modeling, or making content explicit, to support students in understanding the what, how and why of reading various texts.

- The what: the common patterns or features of texts
- The how: the cognitive processes and strategies readers use to make sense of texts
- The why: the significance of the processes and strategies experienced readers use to make sense of texts.

As we know, most English courses revolve around whole class discussions as a means of developing student understanding and assessing student comprehension of texts. As such, English teachers must learn how to facilitate discussions that allow access to all learners, actively engage students, and expand their understanding of the content being discussed. Therefore, we will focus on a set of practices for facilitating whole class discussions, specifically three facilitation moves – press, revoice, post – to develop our own and our students’ speaking and listening skills.

During a recent research study, my colleagues and I found that teachers who integrated the teaching of writing into their curriculum had students who consistently improved on standardized tests and felt more confident about themselves as writers. With current dismal scores on writing assessments, and the incorporation of writing on college entrance exams, there is more focus on the teaching of writing - and thankfully so. We will investigate the phases of the writing process and how best to support students as they move through these phases. During our time investigating writing, we will also think about how to teach grammar in the context of writing.

NOTE: Although we will be using and considering English content in this course, this is not an English course. This is a course focused on the teaching of English. It is not enough to be really good at reading, writing, language, speaking, or listening. It is important that you understand and be able to do those things, but your main objective is to teach your students’ skills and strategies to develop as readers, writers, speakers, and listeners.

CTools: I will use email and CTools extensively to communicate with you and to post and receive assignments and documents for class. Be sure to let me know if Internet access will be a problem for you during the course. Weekly readings, handouts, etc. will be posted on CTools prior to class. It is your responsibility to check CTools regularly.

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<tr>
<th>Course Instructor</th>
<th>Practicum Instructors</th>
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<tr>
<td>Chandra L. Alston, PhD</td>
<td>James Hammond</td>
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<tr>
<td>Assistant Professor</td>
<td>Graduate Student Instructor</td>
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<td><a href="mailto:clalston@umich.edu">clalston@umich.edu</a></td>
<td><a href="mailto:jamwham@umich.edu">jamwham@umich.edu</a></td>
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<td>4045, SEB</td>
<td>4204A, SEB</td>
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<td>Wednesdays, 3-4:30pm, or by appointment</td>
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<td>Carolyn Giroux</td>
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<td>Graduate Student Instructor</td>
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<td><a href="mailto:csgiroux@umich.edu">csgiroux@umich.edu</a></td>
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<td>Brandon Center</td>
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<td>Mondays 10 – 12p or by appointment</td>
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ED 440 Syllabus Fall 2014
REQUIRED TEXTS

- A novel of your choice that is commonly taught in middle or high schools. *Please contact me if you have questions about choosing a text.*
- All other readings will be posted on CTools.

COURSE POLICIES

Academic and Professional Integrity

It is expected that each member of the course will submit original work and will appropriately cite others’ work referenced in assignment submissions. If you are unsure about how to correctly cite others, please ask. Please reference the following website for U-M policies and procedures regarding academic and professional integrity: http://www.soe.umich.edu/file/academic_integrity/

Accommodations for Students with Disabilities: If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course - the assignments, the in-class activities, and the way the course is taught - may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. SSD contact information: 734-763-3000; ssd.umich.edu

Classroom Community

One of our focal practices is supporting students in developing their skills as speakers and listeners. This requires each of us to consider our skills as speakers and listeners and the ways we afford space and opportunities for others to join the conversation. We will endeavor to have our course as a model for the ways you might work to accomplish this in your own classroom. In order to create community and spaces where people feel safe and supported to share their ideas and views and are open to hearing others, there are tenets to which we must adhere.

- Respect – We must respect and value the efforts, identities, capacities, and ideas that each of us brings into the space.
- Curiosity/Openness – We must be open to alternative views, experiences, and perspectives and curious to learn about and from each other.
- Equity/Diversity/Social Justice – Beyond having respect for the diversities that add to the richness of our experiences as teachers and learners, as teachers we must be mindful of and investigate in our own teaching and learning the ways that issues of diversity interact with and influence learning and teaching English.

Grading: Grades are based on total points earned. No curve is used. Everyone begins this course with a perfect score; failure to meet course expectations will result in the lowering of your score.

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<th>Percentage Range</th>
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<tr>
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**Earning an F requires students to retake course. Students may not student teach until earning a grade higher than C.**
Late Work, Extensions, and Revisions: All assignments are due on the dates listed on the syllabus. Unless otherwise stated, all assignments are to be posted on the course CTools site before class begins (e.g., before 1pm on the Friday an assignment is due). I will only accept late work in the event of special circumstances (e.g., family emergency, illness).

Extensions: If you need an extension, please talk with me to discuss an extension. You should contact me prior to the due date. If you are unable to submit an assignment on time, contact me by email preferably no later than 48 hours prior to the due date to discuss adjusting the deadline. I understand that emergencies arise and life happens. Extension requests that are received after mid-day Wednesday (for a Friday due date) will be addressed on a case-by-case basis.

Revisions: Many of our assignments will be submitted as drafts so that you can receive feedback from your peers and me. There are a few assignments that will be turned in directly to me, and those, if submitted on time, can be revised and resubmitted. You will have ONE WEEK from the time you received feedback to revise and resubmit. Your revision must display evidence of thoughtful consideration of the feedback you received or the revision will not be considered and the prior grade will stand.

Electronic Submissions: Submit all assignments (except for video – see below) on CTools. Please double-space your work and use 12 point Times New Roman or a similar sized font. Label your files with your last name, assignment number, followed by ED440 (e.g., AlstonAssignment1ED440.doc). If an assignment includes many parts, please combine them into a single document for submission rather than submitting several documents. Please do not email assignments. Note that I will not be able to read files with the wps or cwk extensions. Your options include PDF or Microsoft Word (doc/docx). Reading commentaries should be labeled with your last name, class week number, followed by ED440 (e.g., AlstonWeek1ED440.doc).

Video Submissions: You will submit video recordings of enactments to accompany the documents you submit on CTools. We will be using Mbox to upload these video clips. There is a link to MBox via our CTools site. You should label all video with your last name, assignment number, followed by ED440 (e.g., AlstonAssignment1ED440.mp4).

NOTE: You will be videotaping yourselves for this course. Flip cameras and tripods are available for check out through the Brandon Center. Other courses are also engaging in video records of practice and therefore you will not be the only ones looking to check out flip cameras. If you have access to a camera or can afford to purchase one, I would suggest that you do so. THIS IS NOT A REQUIREMENT FOR THE COURSE. However, the inability to procure a camera to videotape is not a valid excuse, either. Dates for videoing will be set well in advance and as future teachers you will need to manage such issues as reserving limited equipment for your class use. You should also become familiar with the camera you are using to make sure it records correctly, and is positioned to capture the instruction.

ASSIGNMENTS OVERVIEW (full assignment details can be found on CTools)

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<thead>
<tr>
<th>Assignment No.</th>
<th>Assignment</th>
<th>Due Dates (tentative)</th>
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<td>1.</td>
<td>Modeling Pre-Assessment</td>
<td>Sept 12</td>
<td>10</td>
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<td>1b.</td>
<td>Modeling Post-Assessment</td>
<td>Oct 3</td>
<td>10</td>
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<td>2.</td>
<td>Reading For Teaching Organizer</td>
<td>Oct 10</td>
<td>20</td>
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<tr>
<td>3.</td>
<td>Unit Plan Overview &amp; Rationale</td>
<td>Oct 17</td>
<td>20</td>
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<td>4.</td>
<td>Unit Plan Culminating Writing Prompt</td>
<td>Oct 24</td>
<td>25</td>
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<td>5.</td>
<td>Personal Narrative</td>
<td>Nov 7</td>
<td>20</td>
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<td>6.</td>
<td>Unit Plan Calendar</td>
<td>Nov 14</td>
<td>25</td>
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<td>7.</td>
<td>Unit Plan Lesson Plans</td>
<td>Nov 21</td>
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<td>8.</td>
<td>Discussion Lesson Reflection</td>
<td>Dec 5</td>
<td>30</td>
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<td>Unit Plan Final Draft</td>
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Assignment 1: Modeling Pre-Assessment, due September 12
You will model, or make clear the thinking and decision-making needed to complete a specific ELA task. You will video tape and upload this to MBox via Ctools. We will use this data to inform our work together on developing your ability to model, or make content explicit for students.

Assignment 1b: Modeling Post-Assessment, due October 3
You will complete the Modeling Assessment again using a different prompt on the task.

Assignment 2: Reading for Teaching Organizer, due October 10
You will complete the RFT using your core text as preparation to begin your unit planning final assignment.

Assignment 3: Unit Plan Overview, due October 17
Your unit overview will give an outline of the unit you will develop over the course of this semester. The unit plan overview should include your Essential Question (EQ), Learning Targets (LTs), and a rationale for the use of the EQ and LTs with the text you’ve chosen. This unit should be designed as if you were going to teach it to the students in your current field placement. Hence, you should use the Common Core Standards for the grade level you are currently working with to develop your learning targets. You will choose learning targets for reading, speaking and listening, grammar, and writing. This assignment will become a part of your unit plan.

Assignment 4: Writing prompt, due October 24
Develop a writing prompt to be used as the culminating assignment (summative assessment) for your unit. Based on the writing needs of the students in your current placement, design a writing prompt that will allow students to demonstrate their learning of the LTs you have chosen for your unit. This assignment will become a part of your unit plan.

Assignment 5: Personal Narrative, due October 31(draft) and November 7(final draft)
Describe a particular incident that occurred during your adolescence that helped define who you are today. In relating your story, include as much sensory detail as possible about the incident, so your reader can share in the experience. As the story unfolds, make it clear how the incident was important in your life. Because this is your story, create a voice in the narrative that reflects who you are as a person today. The narrative should be between 2 and 3 pages long. Once you have finished your narrative, write a brief (1-2 page) reflection about what you have learned about your writing process and how it might influence your work with student writers.

Assignment 6: Unit Calendar, due November 14
Sketch out a 5-week calendar around your core novel using the EQ and LTs you’ve decided upon. Consider each day’s focus (what students will learn and/or be able to do as a result) and the activities (lectures, mini-lessons, guided practice, independent practice, role plays, skits, group work, small group and/or whole class discussions, SSR, etc.) that will be a part of the day’s lesson. The activities should include enough description that it is clear what is happening during the day’s lesson. This assignment will become a part of your unit plan.

Assignment 7: Two consecutive lesson plans, due November 21.
Choose two consecutive days in your unit for which you will craft full lesson plans. One lesson plan should focus on either the teaching of a specific reading, or speaking and listening strategy. The two lessons should build and demonstrate your understanding of Hillocks’ principles of sequencing instruction. This assignment will become a part of your unit plan.

Assignment 8: Discussion Lesson Reflection and Video Clip, due December 5
You will facilitate a 10-minute whole-class text-based discussion in your placement using the facilitation strategies we’ve discussed in class (i.e., press, post, revoice). You will submit a lesson plan that designates the instructional goals for the discussion (i.e., what you want students to know and be able to do), delineates your “into” activity, and the initial and follow up questions you plan to use to engage students in a discussion. You will videotape your lesson and reflect on your instruction, student participation, and your and your students’ learning during the lesson.

Assignment 9: Unit Plan, due December 15
Your final assignment will be to revise and resubmit the unit plan using feedback from peers and instructors. The unit should include your RFT, unit overview, 5-week calendar, two consecutive lessons, and culminating writing task.
**Written reflections:** For written reflections, you are expected to examine your own performance of practice. There is a natural tendency to avoid discussing the challenges you faced or things that did not go well. However, part of the process of growing is to identify and consider concrete and specific ways of addressing these areas. Failure to examine areas of struggle or uncertainty will reflect negatively in your grade. At the same time, in order for a written reflection to be “thorough,” it must also address your successes and areas you have grown. Bringing in our class discussions and readings as you propose your next steps is also important in demonstrating your understanding of how theory informs practice.

**Reading commentaries:** Reading for an education class is not like reading for an English class. As you read, you should synthesize the main points of the article and consider them in relation to what you see in schools and have learned from other ED courses. Each week’s readings will focus on a particular theme of teaching ELA. For each week’s readings, I have included reading questions to help scaffold our whole class discussion. **You should post brief answers in your CTOOLS dropbox by 9am Friday to receive credit.** These should be complete answers to the questions, but no more than ½ to ¾ of a page is necessary in most cases to answer the questions. I will read these before class to inform my teaching. **You are required to submit commentaries for ten (10) of the thirteen weeks. You may submit the other three (3) for extra credit. You may choose which ten (10) to submit.**

**PROFESSIONAL EXPECTATIONS**

You will receive a grade for professional expectations. I have delineated here what I mean by this term and the aspects that will contribute to your grade.

**Attendance:** You are expected to attend every class session. Absences will result in you receiving a lower grade in the course except in the case of extreme or excused circumstances (e.g., family emergency, illness, religious observances, U-M related athletics). I will notify the Teacher Education office if you have more than two absences.

If you know that you will have to miss a class session, **please notify me PRIOR to your absence.** You are responsible for obtaining all materials and making up any missed work. Given that you are entering a profession, I expect you to notify me as much in advance as possible, being proactive as that is what is required of professionals. I reserve the right to ask you to submit alternative work that relates to the work accomplished in class on the day of your absence.

**Punctuality:** You are expected to arrive to class on time and to submit assignments on time. We will begin each class 10 minutes after the hour to allow for transition between classes.

**Preparation and Participation:** You are expected come to class prepared, having done all readings and assignments due, and ready to listen actively to the perspectives of others and share your own. Sharing your ideas in class is critical for our learning. In addition, part of our work together will include rehearsing particular practices or sets of practices. These rehearsals allow you to try out instructional moves in a safe, low-stakes space. That said, this work is not easy yet necessary to improve practice. You are expected to participate consistently and thoughtfully in the range of activities that are part of this course, including but not limited to class discussions and rehearsals.

**Electronics Etiquette:** I ask that all electronic devices be off or on silent/vibrate during class time except during break (get your fix!) and when electronics are explicitly integrated into assignments (e.g. you must use video equipment to present video clips of your field enactments). Research has shown that such multitasking inhibits both the individual’s learning and distracts those around her. A 2013 study also suggests that taking notes by hand is better for comprehension than typing notes. For students who use laptops to take notes, refer to articles during class discussions, etc., I request that you NOT access the web during class. And, yes, having your email or Facebook browsers open but minimized still counts as accessing the web. This access to the Internet goes for phones as well. We have 13 weeks together to prepare you to teach your content well; with this in mind, please refrain from all forms of technology that would distract you and those around you from this very important goal.
TENTATIVE COURSE CALENDAR*  
*This calendar may change.

Week 1 – September 5
**Foci:** Course Introduction; What is English Language Arts and why teach it?; Common Core State Standards  
**Readings:** Yagelski; Probst; Scholes  
**Assignment Due:** “What is English and why teach it?” 1-page response

Week 2 – September 12
**Foci:** Making content explicit; Teaching reading  
**Readings Discussed:** Schoenbach, et al., chs. 5 and 7  
**Reading Questions:** What features do reciprocal teaching and the reading apprenticeship approach have in common? Why do Schoenbach, et al. argue for explicitly teaching cognitive reading strategies? Teacher think alouds are a way of modeling reading strategies, what purposes does this serve for students?  
**Assignments Due:** Personal Narrative Folder. Schedule discussion lesson date with CT. Let me know which novel you’ve chosen.

Week 3 – September 19
**Foci:** Teaching reading; Reading for teaching  
**Readings Discussed:** Alston & Barker; Wilhelm, ch 5; Chopin’s “Story of an Hour”  
**Reading Questions:** In your own words what does it mean to read for teaching? What kinds of questions does Wilhelm argue we should be asking? What, in Wilhelm’s view should be our goal for our students as readers? What are the comparisons and contrasts across these readings in terms of their arguments about reading and teaching readers?  
**Assignments Due:** Fill in (as best you can) the RfT using “Story of an Hour.” How was the experience of using this tool? Start reading your novel (if you haven’t already) and use the RfT as you read.

Week 4 – September 26
**Focus:** Designing Units of Study; Backwards Design; More on Standards  
**Readings Discussed:** Beach & Marshall; Wiggins & McTighe, ch. 1  
**Reading Questions:** What would you say are the core parts of planning after reading B&M and W&McT? Wiggins and McTighe argue that teachers are designers. Designers of what? What is your response to this argument? What do the authors say are the “twin sins of traditional design”? Why should you begin with the end in mind?  
**Assignment Due:**

Week 5 – October 3
**Focus:** Developing Students’ Speaking and Listening skills  
**Readings Discussed:** Michaels & O’Connor; Napell [Huss (optional)]  
**Reading Questions:** In your own words, what is “academically productive talk” and why would we want this in ELA classes? The readings argue for explicit teaching and use of facilitation moves. Do you recall being explicitly taught discussion skills in middle or high school? If so, what did it look like? What might be an instructional goal for a whole class discussion of “Story of an Hour”? What might be some activities and discussion questions you might use to facilitate such a discussion?  
**Assignment Due:** Modeling Post-Assessment

Week 6 – October 10
**Focus:** Facilitating Whole Class Discussions  
**Readings Discussed:** Narrative of Frederick Douglass; Wiggins & McTighe, ch. 3 and 5  
**Reading Questions:** What is the need for having an EQ and LTs? In other words, what is their purpose or function in a unit? Why do W&McT argue for a backwards design? What are your thoughts on the utility of backwards design? How do these readings speak to the readings and our discussion of what is English and why teach it?  
**Assignment Due:** Finish reading your unit novel; Reading for Teaching organizer
Week 7 – October 17
Focus: Designing Writing Prompts; Assessment
Readings Discussed: Wiggins & McTighe, p.161-190; Popham; Hillocks, ch. 7
Reading Questions: Did you use rubrics in your high school ELA classes? What experiences do you have with them? What questions do you have about creating and using them? What concerns, questions, etc., do you have after reading Popham? What does Hillocks argue are necessary factors in learning to write? Do you think that these also apply to other domains of ELA – reading, language, speaking and listening? What does Hillocks see as the goal of planning? How does this align with what you think of as goals for planning instruction? What are the ways that student writing can inform planning? What is Hillocks’ argument regarding specifying objectives and goals? What is the counterargument? Where do you fall?
Assignment Due: Unit Overview (text rationale, essential question, and learning targets)

Week 8 – October 24
Focus: Teaching Writing; Mid-Course Evaluations
Readings Discussed: Romano, ch 4; Atwell, ch. 6
Reading Questions: Did you experience the Romano “Due Friday” model of writing in high school? If so, what did you learn to do on your own to develop your writing? If no, what kinds of writing instruction did you experience? What are the assumptions Atwell and Romano are making about writing, writing development, students, and the teaching of writing? Thinking about your unit plan, what writing-focused mini-lessons might you teach, and why? What rhetorical strategies does your core text utilize that would be useful for teaching your students?
Assignment Due: Writing prompt (culminating assignment for unit)

Week 9 – October 31
Focus: Peer and Teacher Conferencing
Readings Discussed: VanDeWeghe; Romano, ch. 7
Reading Questions: Before reading VanDeWeghe, had you considered explicit teaching of peer review skills to your students? How might you incorporate this into your unit plan? What principles about teacher conferencing did you glean from Romano? What questions do you still have?
Assignment Due: draft Personal Narrative essay

Week 10 – November 7
Focus: Teaching Grammar; Student Language Diversity
Readings Discussed: Weaver; Curzan; Christenbury
Reading Questions: How might you use your core text to teach a grammar concept? Hint: You might choose a specific page (or few pages) where the author uses a specific grammatical concept. Be specific about the concept, the goal of the lesson, why you think your YA text would be useful, and why students need to know this grammatical concept. What does Curzan’s argument make you consider about giving feedback on writing and teaching grammar? What impact will this have on your planning and instruction? What are your reactions to the ideas regarding student language by Christenbury?
Assignment Due: Personal narrative, final draft

Week 11 – November 14
Focus: Sequencing; Planning
Readings Discussed: Hillocks, ch. 9; Wiggins & McTighe, ch. 9
Reading Questions: What are the Hillocks’ principles for sequencing instruction? W&MCT focus their attention now to learning activities, use their organizer (Fig 9.2, p 194) to begin to map out the activities you will need in your unit. In considering the characteristics of the best designs the authors list, which ones did you realize would need to be in your unit? Which ones had you not considered? Which are you struggling to figure out how to include? What other insights about planning did you take away from these chapters?
Assignment Due: Calendar
Week 12 – November 21

Focus: Dilemmas of Design
Readings Discussed: Wiggins & McTighe, ch. 10 - 11
Reading Questions: What do the authors mean by “coverage vs. uncoverage”? Where in your unit do you feel you are moving toward uncoverage? Where do you still need to focus some attention? What is the Expert Blind Spot (EBS) and why is it problematic for teachers? What are ways you can think of to avoid EBS? Which dilemma(s) in design are you struggling with most? Which had you not considered? Which do you feel you’ve resolved for yourself?
Assignment Due: Lesson Plans; Discussion Clip

Week 13 – December 5

Focus: Grading Grays; Text sets
Readings Discussed: Tatum; VanDeWeghe
Reading Questions: Considering Tatum, what supplementary texts might you include in your unit to help students reach the learning targets you’ve set and answer the essential question? What other texts might you add to a unit on Frederick Douglass or “A Story of an Hour”?
Assignment due: Discussion Reflection