

University of North Carolina Greensboro ~ School of Education
Department of Curriculum and Instruction

CUI 551: Teaching Practices and Curriculum in English
Fall 2006

*How did they command such deference – English teachers?
Compared with the men who taught physics and biology,
what did they really know of the world?
It seemed to me, and not only to me, that they knew what was most worth knowing.*
Tobias Wolff, “Class Picture”

Course/Prefix Number: CUI 551, Tuesdays 5:00 – 7:50, Curry 309

Course Title: Teaching Practices and Curriculum in English

Credits: 3

Course Prerequisites/Corequisites: Admission to the Teachers Academy is required for a student to receive credit for this course. Any student who has not already been admitted must be admitted within the first week of classes or will not be allowed to complete the course. Students should have already take or should currently be taking CUI 545, CUI 450, CUI 535, ELC 381, ENG 321W, ENG 322W, and ENG 303W.

For Whom Planned: This course is designed for prospective high school English teachers and is required for “A” licensure.

Instructor Information:

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Course Purpose/Catalog Description: This course is designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools. Emphasis is placed on teaching four fundamental language arts: reading, writing, speaking, and listening.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG’s professional education programs are guided by shared commitments to a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Course Goals and/or Objectives/Student Learning Outcomes: This course combines theory and practice in the teaching of high school English. When students leave the class, they should be prepared to do the following:

- develop individual lessons and activities;
- demonstrate effective lesson planning and delivery;
- create teaching units that are conceptual in nature;
- use effective strategies for teaching reading, writing, speaking, listening and thinking in the language arts;
- integrate the strands of the language arts;
- recognize and address the needs of diverse learners;
- effectively evaluate and assess student work;
- reflect on their own growth as teachers;
- combine knowledge of subject matter with knowledge of pedagogy for effective instruction;
- utilize instructional technology;
- practice effective classroom management and organization skills;
- align lesson plans and activities with the *North Carolina Language Arts Standard Course of Study and Grade Level Competencies* (grades 9-12);
- research instructional issues;
- articulate a sound philosophical and theoretical base for instructional choices.

Additional Goals and/or Objectives/Student Learning Outcomes for Graduate Students Only:

- synthesize research on instructional issues;
- generate a proposal for conducting teacher research into instructional issues based on appropriate review of the literature.

The course will also meet the following standards of state and national associations:

INTASC: available at www.dpi.state.nc.us/pbl/pblintasc.htm

NBPTS (Five Core Propositions): available at www.nbpts.org

ISTE: available at www.cnets.iste.org/teachstand.html

NCTE/IRA: available at www.ncte.org/standards/standards.shtml

NC Advanced Competencies: available at www.dpi.state.nc.us

Teaching Strategies: Teaching strategies will include class discussions, group work, reflective activities, conferences, student presentations, case study discussions, electronic communication/activities, inquire activities, and lecture.

Required Texts:

Burke, J. (2003). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*, 2nd ed. Portsmouth, NH: Heinemann.

English Language Arts Standard Course of Study and Grade Level Competencies K-12 (available at <http://www.dpi.state.nc.us>) for grades 9-12 only

Jago, C. (2004). *Classics in the classroom: Designing accessible literature lessons*. Portsmouth, NH: Heinemann.

Spandel, V. (2005). *The 9 rights of every writer: A guide for teachers*. New Hampshire: Heinemann.

(Readings Announced and Posted on Blackboard)

Subscribe to TaskStream (more information forthcoming)

Recommended Readings:

- Andrade, H.G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57 (5).
- Bardine, B., Bardine, M.S., & Deegan, E.F. (2000). Beyond the red pen: Clarifying our role in the response process. *English Journal*, 90 (1), 94-101.
- Crapse, L. (1995). Helping students construct meaning through their own questions. *Journal of Reading*, 38 (5), 389-390.
- Kutz, E. and Roskelly, H. (1991). *An unquiet pedagogy: Transforming practice in the English classroom*. Portsmouth, NH: Heinemann.
- O'Connor, P. (1996). *Woe is I: The grammarphobe's guide to better English in plain English*. New York: Riverhead Books.
- Richardson, J.S. (2000). *Read it aloud! Using literature in the secondary content classroom*. Newark, DE: International Reading Association.
- Soven, M.I. (1999). "Designing writing assignments" in *Teaching writing in middle and secondary schools: Theory, research and practice*, pp. 135-156. Boston: Allyn and Bacon.
- Vinz, R. (1996). *Composing a teaching life*. Portsmouth, NH: Heinemann.

www.psesd.wednet.edu (The Writing Across the Curriculum Corner)

www.writingproject.org (site for the National Writing Project)

www.ncte.org (site for the National Council of Teachers of English)

www.ira.org (site of the International Reading Association)

www.learnnc.org (website with many teaching resources)

Topical Course Outline (Other activities, class experiences, and due dates are forthcoming. We will address a case study in every class – beginning on August 22. BlackBoard (BB) Activities after Sept. 5 TBA.)

<u>Date</u>	<u>Text Readings</u>	<u>Class Focus</u>
August 15	Chapter 1 Burke	Who We Are/What We're About; Introduction to course & each other
22	Chapters 2, 3 Burke Chapter 1 Spandel	Teaching, Learning, & Literacy Reflective Teachers/Reflective Students <i>Instructions for Demonstration Lesson</i>
29	Chapter 5 Burke Chapter 2 Jago	Vocabulary Instruction; Integrating Vocabulary Instruction; BBActivity #1 DUE (Phil. of Ed.)
Sept. 5	Chapters 6, 7 Burke Chapters 2, 3 Spandel	Grammar Instruction; What Shall We Write About; BBActivity #2 DUE (Case Study #2) <i>Instructions for Personal Brochure; Instructions for Critical Performance; Information on Observation Placements and Requirements</i>
12	Chapters 16, 20 Burke Chapter 4 Spandel	Exceptional Students Writing Processes
19	Chapters 17, 18 Burke Chapter 5 Spandel	Issues: Gender, Culture, Race, Language Writing Badly; Personal Brochure DUE
26	Chapters 19, 21, 26 Burke Chapter 6 Spandel	Ethics & the Law; The Politics of Education Who is a Writer?
Oct. 3	Chapter 10 Burke Chapter 6 Jago	Planning a Unit of Study; A "Classic" Study; <i>Instructions for Conceptual Unit;</i> Demonstration Lessons
17	Chapter 4 Burke Chapters 1, 3 Jago	Reading Instruction; Choosing Literature for Instruction; Demonstration Lessons
24	Chapters 4, 5 Jago	Teaching the Short Story; Teaching Poetry Demonstration Lessons
31	Chapters 8, 9 Burke	Instruction in Listening & Speaking & Thinking (Isn't ALL of it thinking?) Demonstration Lessons
Nov. 7	Chapter 11 Burke Chapter 7 Spandel	Assessment/Measurement/Grading Assessing Writing; Demonstration Lessons
14	Chapters 12-14 Burke	Brave New World: Digital Literacy & Instruction; Demonstration Lessons
21	Chapters 8, 9 Spandel	Beyond "Formula" Writing; Students Own Voice Discovery; Demonstration Lessons; Conceptual Unit DUE
28	Chapters 22, 23, 24 Burke	Looking Ahead: Where we are going! (or Where <u>are</u> we going?) Demonstration Lessons Literature Review/Project Proposal DUE (M.Ed. Students only)
Dec. 12	Exam	

Course Requirements:

Personal Brochure – 10 points

Purpose: The purpose of this activity is three-fold: (1) to give you an opportunity to reflect on what has led you to pursue a career in education; (2) to give you a way to present yourselves to your cooperating teacher so that you can begin getting to know each other; (3) to help the members of this class form a learning community; and (4) to help you meet the requirements for the technology portfolio. **Description:** You will create a “Personal Brochure” using appropriate technology (e.g., Microsoft Publisher, Page Maker, InDesign, Quark, etc.) to describe who you are, what you believe as a prospective teacher, and what experiences have led you to this time in your life. Detailed instructions will follow. You may choose to use this brochure as an artifact for your technology portfolio if you are interested in adapting it for possible use with students.

(INTASC: 2, 4, 5, 6; NPBTS: 5; ISTE: I, II, III, IV; NC Advanced Competencies for M.Ed. Students only: 1, 2)

In-class writings, mini lesson planning, and small group work – 20 points

Purpose: These activities are designed to engage you in meaningful reflection, practice, and conversations about teaching and learning. **Description:** You will complete in-class writings, participate in small group activities using drafts of works in progress, and participate as “students” during demonstration teaching lessons led by your peers. Part of your grade for this part of the course will be determined by your knowledge and understanding of the readings as well. These activities will sometimes require out of class preparation (e.g., taking a survey before class to lead into a discussion). Through discussion and written reflection we will explore issues raised by these experiences. (It may be needless to say, but being in class and being prepared is critical.)

(INTASC: 9; NPBTS 4, 5; NC Adv. Competencies: 5)

Participation in Blackboard Activities – 10 points

Purpose: These activities and discussions are designed to give you a chance to raise issues and discuss experiences from your internships, course work, and readings.

Description: When assigned, your Blackboard Activity will be due by the beginning of the next class session during the semester. Credit will not be given for postings that come in after 4:00 p.m. on the day due. **Important: Print out a copy of your posting to turn in during the class meeting.**

(INTASC: 1, 2, 4, 9; NPBTS: 1, 2, 3, 4, 5; ISTE: I; NCTE/IRA: 1, 3, 5, 6)

Demonstration Lesson – 20 points

Purpose: You will present one original lesson to your peers during the semester in order to practice before working with a class of real students. **Description:** You will turn in a copy of the lesson plan, reflect on the lesson experience, and receive formative feedback. You will align the lesson with the *North Carolina English Language Arts Standard Course of Study and Grade Level Competencies* (grades 9-12). Please note: A lesson created by someone else cannot be used for this assignment because I need to see that you can not only *deliver* but also *create* a lesson. However, a lesson may be inspired by a technique you read about or experienced as long as credit is given and you create your own actual lesson. If you have any questions about that, please see me at least one week prior to your presentation.

(INTASC 1, 2, 4, 6, 7; NBPTS: 2, 4, 5; NCTE/IRA: 3, 6; NC Adv. Competencies: 1, 2)

Conceptual Unit – 35 points

Purpose: The purpose of this project is to help you experience planning a unit that is based on a central concept, involves multiple ways of “knowing,” engages students actively, makes use of the multiple types of “texts,” and uses informal and formal assessments. Ideally, the unit will be one which can be implemented during your student teaching next semester, or, if you are a practicing teacher, in your current classroom. **Description:** As defined by Smagorinsky (2000) in *Teaching English Through Principled Practice*, a conceptual unit is “...designed to organize students’ learning around a particular emphasis” (5). He further states that “One key characteristic of a conceptual unit, as opposed to a unit that is simply about a topic, is that it involves students in a conversation that deepens as they progress through the texts, activities, and discussions” (5). Using this model, you will create a conceptual unit in preparation for your student teaching experience in the spring. You will be given detailed instructions for the construction of the unit. You will align lessons in the unit with the North Carolina *English Language Arts Standard Course of Study and Grade Level Competencies* (grades 9-12), show evidence of multiple forms of diversity, and will include at least one technological component in the unit.

(INTASC: 1, 2, 3, 4, 6, 7, 8; NPBTS: 1, 2, 3, 5; ISTE will vary according to student choice but may include II, III, IV, V, VI; NCTE/IRA: 3, 5, 8, 11, 12; NC Adv. Competencies: 1, 2, 3, 4, 5)

Internship (35 points) & Critical Performance (10 points) (Field Observations and Activities) – 45 points total

Purpose: The internship is designed to give you rich experience in the field as you get to know your cooperating teacher, learn about the culture of your placement school, and prepare to student teach. **Description:** You will spend a minimum of 50 hours (approximately 5-10 hours a week) in the school with your cooperating teacher during this semester. You will keep a log of hours spent in the field, complete a set of activities designed to acclimate you to the teaching profession and the particular site where you will be student teaching, and teach lessons as instructed. Do not make plans to meet with your cooperating teacher until instructed to do so; it will be sometime after Labor Day. After you start your internship, you will turn in a weekly log reflecting on your experiences and reporting on your activities completed during your internship. **Note:** Teachers who are already teaching in the classroom will be required to keep a weekly reflective teaching journal and designing a project to conduct with your students during the semester, through which you will collect, analyze and report data gathered through the project. Details will follow. **Critical Performance Purpose:** This requirement is designed to give student interns an opportunity to show their evolving expertise in the field of teaching. **Description:** Details will be given about the nature of the Critical Performance, what is required, and when it can be turned in. For those of you who are already teaching full time, this activity will be modified to fit your situation.

(INTASC: 1, 2, 7, 10; NPBTS: 1, 3, 4; ISTE: II, V, VI - based on certain required internship experiences; NC Adv. Competencies: 1, 2, 5)

Literature Review and Project Proposal (M.Ed. students only) – 10 points

After conferencing with your masters project advisor to get topic approval, you will write a review of the literature for your proposed topic as well as a proposal to outline teacher research you will conduct on that topic next semester. Further detail will be provided.

(INTASC: 1, 9; NBPTS: 5; NC Adv. Competencies: 3, 5)

Final Exam – 10 points

You will complete a take-home exam that requires you to bring together the content of the course, your evolving attitudes about teaching and learning, and your internship experience. Detailed instructions will be made available by the last class meeting. The completed exam will be due by the time of our regularly scheduled exam period.

(*INTASC: 3, 5, 9; NBPTS: 2, 3, 5; ISTE: will vary – may include II, III, IV, V; NCTE/IRA: 3, 3, 8, 11*)

Point Summary/Grading Scale**(undergraduate & licensure students):**

150	A+	130	C+	<110	F
144-149	A	123-129	C		
141-143	A-	120-122	C-		
140	B+	113-119	D		
134-139	B	110-112	D-		
131-133	B-				

(graduate students)

160	A+	140	C+	<120	F
154-159	A	133-139	C		
151-153	A-	130-132	C-		
150	B+	123-129	D		
144-149	B	120-122	D-		
141-143	B-				

Late Work:

Late work (except for Blackboard Activities, which will not be accepted late for credit) will be accepted with a credit deduction of 2 points for each day (not class meeting) late. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to me by the beginning of class on the due date to ensure full credit.

Style Manual and Manuscript Requirements:

All written work (except in-class activities) should be typed and reviewed for quality of content and mechanical correctness. For any written work requiring citations, students are expected to use the APA Style Manual or the MLA Style Manual.