



TTE 540
Teaching English in Secondary Schools
 Fall, 2016

Course Time: 9:00 – 11:30 AM

Aug. 27, Sept. 24, Oct. 22, Nov. 12, and Dec. 10 (class begins at 9:30 on 12/10)

Course Location: Chandler: Chandler Community Center, Rm. 206
 Tucson: College of Education, Rm. 102

Instructor: Dr. Jeffrey Williams

Contact Information: jeffreewilliams@email.arizona.edu / (602) 540-7552

Office Hours: Saturdays 11:30 AM-12:30 PM or by appointment

Course Description

Strategies, methodologies, and design approaches to teaching literature, grammar and composition in secondary classrooms are examined, discussed and applied. This course will also explore the Common Core State Standards and their impact on the instruction of reading, writing, listening & speaking and language. You will extend your professional knowledge and develop the skills and dispositions necessary to meet some of the national standards for teachers:

Course Standards

InTASC Standards

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

ISTE NETS-T Standards

https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Course Objectives

Common Core English Language Arts Standards: All methods courses in the Teach Arizona program require our pre-service teachers to create unit/lesson plans, instructional activities and assessments that align to the Common Core State Standards, as well as other relevant national, state, and district standards.

<http://www.corestandards.org>

The English Language Learner Proficiency Standards

<http://www.azed.gov/english-language-learners/elps/>

The learner will be able to ...	Standard
Articulate goals for secondary English instruction and investigate multiple strategies for teaching meaningful and relevant content to secondary students.	InTASC Standards: 1(d)(e)(g); 2(a)(c)(e)(g); 3(a)(c); 4(g)(j)(l)(n)(p) 5(e)(l)(m); 6(e)(k)(s); 7(a)(j)(k)(l); 8(a)(d)(i)(g)(n); 9(a)(e)(i)(j)(l)(n); 10(l) ISTE NETS-T Standards: 2(a)(c); 3(a) 4(b)
Design and plan instruction for reading, writing, listening & speaking and language which specifically address the Common Core State Standards.	InTASC Standards: 3(d) (g); 4(a); 5(e) (f); 7(a)(j)(k)(l);8(a)(m) ISTE NETS-T Standards: 1(a) (d)
Design grading rubrics and other assessment tools that reflect Arizona's academic standards.	InTASC Standards: 2(g); 6(a)(d) (e) (f)(i) ISTE NETS-T Standards: 2(d)
Read research on the teaching of English and develop a statement of teaching philosophy that provides a rationale for their unit designs.	InTASC Standards: 4(n); 5(f) (m); 10(t) ISTE NETS-T Standards: 5(c)

Reflect on their practical teaching experiences and professional growth as English teachers.

InTASC Standards:

3(i)(o); 4(d); 5(m); 6(d)(f); 8(i); 9(l); 10(o)

ISTE NETS-T Standards:

1(c); 4(b); 5 (c)

Course Topics

- Common Core ELA Standards
- Lesson Planning
- Teaching Literature
- Literacy and Reading Strategies
- Teaching Writing
- Scaffolding
- Data Driven Instruction
- Assessment for Learning
- Technology as a Teaching Tool
- English Language Arts Best Practices

Course Texts and Materials

Students are not required to purchase a textbook for this course. Readings and other materials will be provided via D2L.

Course Policies and Procedures

1. Please arrive on time.
2. Feel free to enjoy food and drinks are allowed in the classroom, but please take responsibility for your trash. Take restroom breaks as needed.
3. Silence all cell phones and pagers prior to the start of class.
4. Assignments submitted past the due date (including discussion questions and responses) will be subject to a 10% point reduction for each day past the deadline, up to four days. Assignments submitted more than four days late will not receive credit.
5. It is expected that all work will be professionally presented, including having been proofread for spelling and grammatical errors. Additionally, all work must follow APA sixth edition guidelines for formatting and citations. The Purdue OWL site is an excellent resource:
<http://owl.english.purdue.edu/owl/resource/560/01/>
6. Regular attendance in class (both face to face meetings and online) is required. Beginning with the second unexcused absence and for each unexcused absence thereafter, the course participation points will be reduced. Excessive absences may result in the student being dropped from the course or being issued a failing grade. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
7. Students are expected to adhere to the Code of Academic Integrity, which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>
8. Please review the Code of Conduct
<http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

9. It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Course Assignments

This course aligns to the 6-unit morning field internship (TTE 593). The unit plan, student-designed materials, and Demonstration Lesson should be designed for your school site classroom.

Assignment	Week(s) Due	Percent of Grade
<p>Class Participation (10 points per week / 150 points total): Complete assigned readings and respond to discussion prompts and at least one classmate's post per week, actively participating during face-to-face meetings, etc. Responses should at least 150-200 words and thoroughly address each question contained in the prompt.</p>	<p>Weekly</p> <p><i>InTASC: 1, 3, 8, 9, 10</i> <i>ISTE NETS-T: 1, 3, 5</i></p>	15%
<p>Observation Journals (25 points per journal / 150 points total): Six observations of an entire class period are required. One may be of the students' cooperating teacher; the rest must be of other language arts teachers of the students' choosing.</p>	<p>Weeks 2, 4, 6, 8, 10, 14</p> <p><i>InTASC:</i> <i>ISTE NETS-T: 1</i></p>	15%
<p>Survey of Literacy Instruction (100 points): Review the links and readings posted in D2L regarding literacy strategies. Choose four of the strategies and write a short paper (500-700 words) in which you discuss why you chose the strategies you did and how you can integrate these strategies into your daily instruction.</p>	<p>Week 3</p> <p><i>InTASC: 1, 2</i> <i>ISTE NETS-T: 1, 5</i></p>	10%
<p>Literature Unit (150 points): Create a unit plan focused on literature that you can use in your own classroom. The unit should include a daily calendar (minimum of 10 days) and two complete lesson plans with materials. Your lessons plans should also include literacy strategies.</p>	<p>Week 5</p> <p><i>InTASC: 1, 2, 7, 8</i> <i>ISTE NETS-T: 1, 5</i></p>	15%
<p>Writing Unit (100 points): Create a unit plan focused on a particular type of writing you will be using in your classroom. The unit should include a daily calendar (minimum of 5 days) and two complete lesson plans with materials. Your lesson plans should also include literacy strategies.</p>	<p>Week 9</p> <p><i>InTASC: 1, 2, 4, 6, 7</i> <i>ISTE NETS-T: 2</i></p>	10%

<p>Benchmark Assignment: Demonstration Lesson (250 points) This is a benchmark assignment for this course. You must pass the assignment to pass the course. A passing grade is defined as an average score of "2" or above (across all categories) on the grading rubric. The assignment description is included at the end of the syllabus.</p>	<p>Week 12</p> <p><i>InTASC: 1, 2, 4, 6, 7</i> <i>ISTE NETS-T: 1</i></p>	<p>25%</p>
<p>Final Reflection (100 points): Write an in-depth analysis of your instructional practice over the course of the semester, which focuses on the strengths and weakness of your instructional delivery and classroom management (800-1000 words). Your essay should also discuss how you plan to refine your practices in the future.</p>	<p>Week 14</p> <p><i>InTASC: 1, 2, 3, 4, 5</i> <i>ISTE NETS-T: 1, 4</i></p>	<p>10%</p>

All written assignments must be submitted in D2L by 11:59 PM on the due date.

Course Calendar

<p>Week 1: Introductions, The Common Core State Standards</p>	
<p>Assignment & Description</p>	
<p>Due Date</p>	
<p>Introductory Activity Post a brief biography (approximately 300 words) to the discussion board in D2L. Within your bio, consider sharing where you come from, what your occupation was before you enrolled in Teach Arizona, your career goals, family life, hobbies, interests, etc. Your bio should also explain why you chose to pursue English education as a career.</p>	<p>August 28, 2016</p>
<p>Reading and Discussion: Read the articles posted in D2L and respond to the discussion question posed in the forum</p>	<p>August 28, 2016</p>
<p>Week 2: Literacy in Secondary Schools</p>	
<p>Assignment & Description</p>	
<p>Due Date</p>	
<p>Observation Log: Take field notes in a manner of your choosing during a full period observation of another English language arts teacher, complete the assigned reflective essay, and submit to D2L.</p>	<p>September 4, 2016</p>
<p>Reading and Discussion: Read the articles posted in D2L and respond to the discussion question posed in the forum.</p>	<p>September 4, 2016</p>

Week 3: Literacy, Teaching Literature	
Assignment & Description	
Due Date	
Survey of Literacy Strategies: Review the readings regarding literacy in secondary education and the supporting documents posted in D2L. Complete the assigned reflection and submit to D2L.	September 11, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	September 11, 2016

Week 4: Young Adult Literature	
Assignment & Description	
Due Date	
Observation Log: Take field notes in a manner of your choosing during a full period observation of another English language arts teacher, complete the assigned reflective essay, and submit to D2L.	September 18, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	September 18, 2016

Week 5: Technology	
Assignment & Description	
Due Date	
Literature Unit: Complete the assigned literature unit, including the rationale, a daily calendar, and two complete lesson plans. Submit to D2L in a single, APA formatted document.	September 25, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	September 25, 2016

Week 6: Teaching Grammar	
Assignment & Description	Due Date
Observation Log: Take field notes in a manner of your choosing during a full period observation of another English language arts teacher and complete the assigned reflective essay and submit to D2L.	October 2, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	October 2, 2016

Week 7: Teaching Writing	
Assignment & Description	Due Date
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	October 9, 2016

Week 8: Teaching Vocabulary	
Assignment & Description	Due Date
Observation Log: Take field notes in a manner of your choosing during a full period observation of another English language arts teacher and complete the assigned reflective essay and submit to D2L.	October 16, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum	October 16, 2016

Week 9: High Stakes Testing	
Assignment & Description	Due Date
Writing Unit: Complete the assigned writing unit, including the rationale, a daily calendar, and two complete lesson plans. Submit to D2L in a single, APA formatted document.	October 23, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	October 23, 2016

Week 10: English Language Learners and Second Language Acquisition	
Assignment & Description	Due Date
Observation Log: Take field notes in a manner of your choosing during a full period observation of another English language arts teacher and complete the assigned reflective essay and submit to D2L.	October 30, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum	October 30, 2016

Week 11: Assessment, Assessment for Learning	
Assignment & Description	Due Date
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	November 6, 2016

Week 12: Digital Literacies, 21st Century Literacies	
Assignment & Description	Due Date
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	November 13, 2016

Week 13: Best Practices	
Assignment & Description	Due Date
Benchmark Assignment: Demonstration Lesson Please review the guidelines for this assignment that appear at the end of this syllabus. Upload the video of yourself teaching to D2L or another peer-to-peer site such as YouTube. Submit the reflective essay to D2L.	November 20, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum	November 20, 2016

Week 14: Professional Development	
Assignment & Description	Due Date
Observation Log: Take field notes in a manner of your choosing during a full period observation of another English language arts teacher and complete the assigned reflective essay and submit to D2L.	November 27, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	November 27, 2016

Week 15: e-Learning	
Assignment & Description	Due Date
Video Analysis: Review the video of your demonstration lesson and complete the video analysis assignment. Submit the reflective essay to D2L.	December 4, 2016
Reading and Discussion: Read the article posted in D2L and respond to the discussion question posed in the forum.	December 4, 2016

All written assignments must be submitted in D2L by 11:59 PM on the due date.

Demonstration Lesson Assignment Guidelines

Each student will select a single lesson from his/her unit plan or a lesson that aligns with the current curriculum in their supervised placement and teach the lesson to his or her students. Record a video of yourself teaching from bell to bell and upload the file to Panopto in D2L (instructions are posted in the D2L course shell). The lesson will be evaluated using the attached Demonstration Lesson Rubric. **Please note that this is the Benchmark Assignment for this course and students must receive a passing grade on this assignment to pass the course.** The assignment will be weighted 50% for teaching, 30% for a detailed lesson plan and 20% for a written reflection on the lesson describing strengths, areas in need of improvement and plans for improvement.

Each student must submit a lesson plan for the demonstration lesson that includes the components listed below. The student may use the lesson plan format mandated by his or her host school district if the district requires a specific planning model or any lesson plan format of his or her choosing. The lesson plan will be evaluated using the attached Demonstration Lesson Rubric.

Lesson Plan Requirements:

- Clear and measurable objectives
- Common Core State Standards alignment
- Materials list
- Anticipatory set (activate prior knowledge, build background)
- Input and modeling
- Checks for understanding
- Guided and independent practice
- Assessment
- Closure

Demonstration Lesson Requirements

- Teach “bell to bell”
- Begin with an engagement activity or anticipatory set that taps into students’ prior knowledge
- The lesson must address important content and the teacher must demonstrate content mastery
- The lesson must include the use of some technology
- The students must be actively engaged
- Use questioning and/or other strategies effectively to check for understanding
- Include a closure activity

Reflective Essay Requirements:

- Describe elements of the lesson that were particularly effective and explain why they were effective
- Describe elements of the lesson that needed improvement and explain what made that part of the lesson less effective than desired
- Provide specific revisions to the lesson that you intend to make in order to improve the lesson.
- The reflective essay should be between 2-3 typed pages.

Demonstration Lesson Rubric

Planning:

Criteria	4 points	3 points	2 points	1 point
Terminal Objective InTASC: 7	Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The objective specifies both content and behavior.	Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The Objective specifies either content or behavior but not both.	Provides a Terminal Objective with questionable alignment with curriculum goals and content standards. The Objective specifies either content or behavior but not both.	The Terminal Objective does not appear to be aligned with curriculum goals and content standards. The Objective lacks specificity.
Language Objective InTASC: 2, 7	The plan explicitly provides tools of language development including strategies for making content accessible to ELL's. The language objective is clearly stated	The plan implies tools of language development including strategies for making content accessible to Ells. The language objective is clearly stated.	The language objective is clearly stated but tools of language development are not evident.	The language objective is unclear or missing. Tools of language development are not evident.
Task Analysis InTASC: 7	The plan includes a series of sub-objectives that appropriately sequence learning experiences, demonstrates a variation in Bloom's level and matches the final sub-objective to the terminal objective.	The sub-objectives may not provide appropriately sequence learning experiences, or demonstrates a variation in Bloom's level. The final sub-objective may not match the terminal objective.	The sub-objectives may not provide appropriately sequence learning experiences. Reference to Blooms level may be inaccurate or missing. The final sub-objective may not match the terminal objective.	The sub-objectives does not provide appropriately sequence learning experiences. Reference to Blooms level is inaccurate or missing. The final sub-objective does not match the terminal objective.

<p>Teaching Strategies & Checks for Understanding</p> <p>InTASC: 7, 8</p>	<p>The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective, varied strategies, one check for understanding per sub-objective and opportunities for overt active student participation.</p>	<p>The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies may not be varied. There is one check for understanding per sub-objective. Student active participation is implied.</p>	<p>The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies are not varied. There is one check for understanding per sub-objective. There is little evidence of opportunities for student active participation</p>	<p>The plan contains less than one strategy and/or one check for understanding per sub-objective. There is little or no evidence of opportunities for student active participation.</p>
<p>Lesson Materials</p> <p>InTASC: 3</p>	<p>The plan provides a comprehensive list of materials necessary and all listed materials are attached.</p>	<p>The materials are listed but not all listed materials are attached.</p>	<p>The list of materials is incomplete and or not all listed materials are attached.</p>	<p>The list of materials is incomplete or missing and few if any listed materials are attached.</p>

Teaching:

Criteria	4 points	3 points	2 points	1 point
<p>The instructional strategies and activities addressed participants' prior knowledge.</p> <p>InTASC 2</p>	<p>The student asks questions specifically designed to elicit participants' prior knowledge or engages students in an activity specifically designed to elicit prior knowledge throughout the lesson.</p>	<p>The student asks questions specifically designed to elicit participants' prior knowledge or engages students in an activity specifically designed to elicit prior knowledge at some point within the lesson.</p>	<p>The student appears to make some attempt to elicit prior knowledge but the method used is not specifically designed to do so.</p>	<p>No participant prior knowledge was elicited</p>

<p>The lesson involved fundamental concepts of the subject and was developmentally appropriate.</p> <p>InTASC1, 4, 5</p>	<p>The entire lesson covered content essential to mastery of the subject and was at an appropriate level for the students</p>	<p>A majority of the lesson covered content essential to mastery of the subject and was at an appropriate level for the students.</p>	<p>Some of the lesson content was essential for mastery of the subject and/or the level may have been slightly above or below an appropriate level for the students.</p>	<p>The lesson content was not essential for mastery of the subject and/or the level was not appropriate for the students.</p>
<p>The lesson promoted strongly coherent conceptual understanding.</p> <p>InTASC2, 4, 5</p>	<p>The entire lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae.</p>	<p>A significant portion of the lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae.</p>	<p>Some of the lesson addressed the broad concepts but the majority of the lesson addressed acquisition of discreet facts with little connection to the big ideas.</p>	<p>There was little meaningful content covered and few if any connections to the big ideas were made.</p>
<p>The student had a solid grasp of the subject matter content inherent in the lesson.</p> <p>InTASC4, 5</p>	<p>The student demonstrated complete understanding of every aspect of the content covered and exuded confidence in content knowledge.</p>	<p>The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.</p>	<p>The student demonstrated adequate content knowledge and/or exhibited a significant lack of confidence in content knowledge.</p>	<p>The student demonstrated serious gaps in content knowledge and/or demonstrated a profound lack of confidence in content knowledge.</p>

<p>Participants were actively engaged in thought-provoking activity that often involved the critical assessment of ideas. InTASC3, 5, 6, 8</p>	<p>The participants were completely engaged throughout the lesson and were involved in thoughtful discussion involving analysis of the lesson material and or metacognition.</p>	<p>The participants were actively engaged for a majority of the lesson and spent some time reflecting on their learning</p>	<p>The participants were engaged for a portion of the lesson and spent little if any time reflecting on their learning.</p>	<p>There was minimal if any active participation or reflection on the part of participants.</p>
<p>The teacher used questioning strategies effectively.</p> <p>InTASC2, 3, 8</p>	<p>The student used instructional questions effectively throughout the lesson to engage students, check for understanding and guide student learning. The student used questions to elicit additional questions from participants and guided participants toward answering their own questions.</p>	<p>The student used instructional questions effectively at times during the lesson to engage students, check for understanding and guide student learning. The student was the primary source of the questions instead of the participants.</p>	<p>The student occasionally used instructional questions effectively but spent a significant amount of time “telling” rather than “asking.”</p>	<p>The student asked few instructional questions and utilized lecture or “telling” as the primary means of instruction</p>

<p>Classroom discourse was focused on the lesson topic and much of the discussion was between and among participants.</p> <p>InTASC3</p>	<p>Participants were engaged in meaningful dialog about the lesson content throughout the lesson.</p>	<p>Participants were engaged in meaningful dialogue about the lesson content for much of the lesson.</p>	<p>Participants were engaged in meaningful dialogue about the lesson content for a portion of the lesson.</p>	<p>There was little dialog among students or most of the student dialog was unrelated to the lesson content.</p>
<p>There was a climate of respect for what others had to say.</p> <p>InTASC3</p>	<p>Dialog was respectful and respected. Participants listened attentively to each other and responded respectfully at all times. There was evidence that the ideas of others were heard and valued.</p>	<p>Participants listened attentively to each other and responded respectfully most of the time. Only occasionally did participants interrupt one another or show minor disrespect.</p>	<p>“Side bar” conversations and other distractions occurred frequently while participants were speaking. Participants were openly critical of comments made by others.</p>	<p>Few rules governing classroom discussion were evident. Participants were often inattentive or rude to classmates.</p>

<p>Active participation of participants was encouraged and valued.</p> <p>InTASC2, 4, 5, 8</p>	<p>Participants were encouraged to engage with the material and ask questions. Their enthusiasm was rewarded and opportunities for them to explore further or dig deeper were encouraged.</p>	<p>Participants were encouraged to engage with the material and ask questions. Opportunities for students to explore on their own or dig deeper were not encouraged.</p>	<p>Participants' opportunities to actively engage with the material were limited. Activities were very restrictive and did not allow for deeper exploration by participants.</p>	<p>Participants had minimal opportunity to engage with material. Their role was primarily that of spectator.</p>
<p>The teacher acted as a resource person, working to support and enhance participants' learning.</p> <p>InTASC 3, 5</p>	<p>The teacher could best be described as "the guide on the side" by assuming the role of facilitator and helping participants work through the material for themselves. The teacher served as a resource rather than a purveyor of information. The teacher welcomed participants' questions.</p>	<p>The teacher provided many opportunities for participants to make discoveries and draw conclusions for themselves, but occasionally provided information that the participants could have determined for themselves.</p>	<p>The teacher provided much of the information and answers to participants even though the participants could have found this information out for themselves.</p>	<p>Participants were rarely given opportunities to provide input in the learning process.</p>
<p>The lesson included the effective use of technology.</p> <p>InTASC 3, 9 ISTE NETS-T 1, 2, 4</p>	<p>The teacher used technology extensively and effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.</p>	<p>The teacher and students used some technology effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.</p>	<p>The teacher used some technology effectively. The teacher used technology in a legal and ethical manner.</p>	<p>Little or no technology was used or the technology was used in an inappropriate way.</p>

Reflection:

<p>The student provided a thoughtful reflection regarding the lesson.</p> <p>InTASC 9</p>	<p>The student provided a detailed, thoughtful reflection to evaluate the outcomes of his/her teaching, to improve planning and practice, and develop relevant learning experiences.</p>	<p>The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching and to improve his/her practice.</p>	<p>The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching but strategies for improving practice were unclear.</p>	<p>The student's reflection lacked depth of thought and/or did not provide strategies for improving practice.</p>
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