



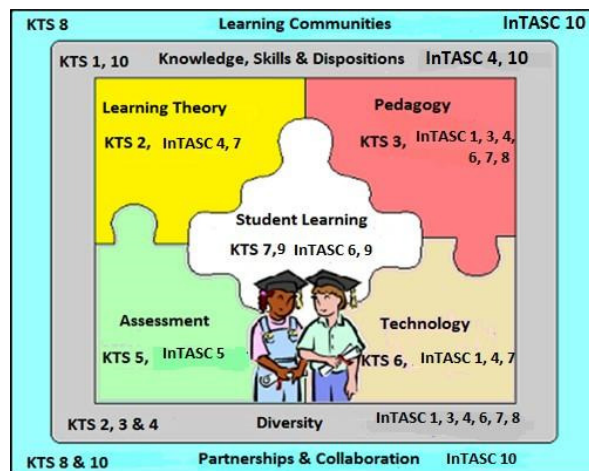
CAMPBELLVILLE UNIVERSITY
Humanities Division

ENG 465
Teaching English in Middle and High School

Fall 2018

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Conceptual Framework of Teacher Education:
THEME: “EMPOWERMENT FOR LEARNING”
Content, process and self-efficacy
Model:



MISSION: Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

I. Course Description:

This course is designed to help prospective English teachers develop pedagogy and learn applications of current applications in the field of English education. Emphasis is given to the teaching of English and preparation in Kentucky. Candidates will acquire 20 field hours in this course.

II. Text: Burke, Jim (2012) The English Teacher’s Companion, 4th Ed. Heinemann.

III. Student Learning Objectives: By the end of this course, candidates will be able to

- 1) become familiar with the principles and strategies of teaching English/language arts in middle grades and high school to a variety of learners; (NCTE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4; ILA 2.1, 2.2, 2.3, 2.4)
- 2) apply these principles and strategies through the construction of a unit containing lesson plans and a separate lesson plan from a student-oriented perspective; (NCTE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2; ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4)
- 3) use the state and national standards to design a lesson to teach and receive appropriate feedback. ; (NCTE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2; ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4)
- 4) become knowledgeable about the professional field by interactions with faculty, students, and administrators and reading and writing about education. (NCTE 6.1, 6.2, 7.1, 7.2; ILA 6.1, 6.2, 6.3, 6.4)

IV. Topics/Course Outline

1. What We Teach
2. Who We Teach
3. How to Teach
4. Teaching Writing
5. Teaching Reading
6. Speaking and Listening
7. Language Study: Vocabulary, Grammar and Style
8. Assessing: On Demand and Structured Response

V. Performance Assessments		
Assessment	Point Value	Description
Attendance & Assignments	50	Candidates are expected to attend class meetings and complete all assignments, including readings for those meetings. Late assignments are not accepted.
Chapter reflections and activities SLO 1	50	Candidates will write reflections on each chapter and be prepared to share activities from the readings in class. (NCTE 1.1, 1.2, 2.1, 2.2, 2.3; ILA 1.1, 1.2, 1.3, 1.4)
Curriculum Development SLO 1, 2, 3	300	Candidates will prepare a unit of study, consisting of at least three to five lessons, for a middle or high school English class. The unit will include the requirements of the School of Education using the Sources of Evidence, integrating the English Language Arts standards and International Literacy Association standards. See the School of Education website, Forms and Resources. ; (NCTE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2; ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4)
Grammar Presentation SLO 2	100	Candidates will develop and present to peers a lesson on grammar using PowerPoint. (NCTE 2.2, 3.5, 3.6; ILA 1.1, 2.2, 2.4)

Field Experiences SLO 1, 2, 3, 4	200	<p>Candidates will acquire 20 hours of field experience in a P-12 setting. They will collaborate with the English teacher to design the unit required for this class and teach that unit, upon completion. They will collect assessment data to reflect on student learning. During the 20 field hours, they will assist the teacher, co-teach with the teacher, tutor a struggling student, work with small groups and with individuals. They will also interview and interact with a variety of P-12 staff, including three English teachers at different grade levels, instructional supervisor, counselor, two students, a supervising teacher and non-English speaking students.</p> <p>Candidates will submit a log of field experiences and the required Field Vouchers with the P-12 classroom teacher's signature. ; (NCTE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2; ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4)</p>
Conferences SLO 1, 2	50	Candidates will meet with the professor at least twice to review progress on the unit and field experiences.
Writing Plan Report SLO 1, 2	50	Candidates will develop a writing plan report.
Workshop Report SLO 1, 2	50	Candidates will report on the workshop provided in class.
PPD	50	Pre-Professional Development: Students will be required to attend at least one English Department meeting at a school and an Academic Success Workshop on APA format; (NCTE 2.2, 3.5, 3.6; ILA 1.1, 2.2, 2.4)
Articles *Extra for MAT Students	50	Twenty articles summarized with responses on current English classroom techniques/issues
Webliography *Extra for MAT Students	50	Webliography compiled on the teaching of English in secondary schools
VI. Evaluation	950	<p>Grading Scale for MAT Students:</p> <p>90-100% A 720-800 points</p> <p>80-89% B 640-719 points</p> <p>70-79% C 560-639 points</p> <p>65-69% D 520-559 points</p> <p>Below 65% F Below 520 points</p>

VII. Alignment with National and State Standards

Course Assignments	ILA Standards AMLE Standards	KY Teacher Standards Diversity Proficiencies	EPSB Themes	NCTE
<p>1. Curriculum Dev.: Unit/Lessons *Candidates will use the KAS ELA plus their content specific standards to develop this unit.</p>	<p>ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 AMLE 1, 2, 3, 4, 5</p>	<p>KTS 1, 6, 7 Diversity Indicators KTS 1.2, 1.4, 2.1, 2.2, 2.3, 3.3, 4.2, 5.4</p>	<p>Diversity Assessment Literacy</p>	<p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2</p>
<p>2. Chapter Reflections and Activities</p>	<p>ILA 1.1, 1.2, 1.3, 1.4 AMLE 2, 3, 4</p>	<p>KTS 1, 2, 4, 5, 6 Diversity Indicators; KTS 1.2, 1.4, 2.1, 2.2, 2.3, 3.3, 4.2, 5.4</p>	<p>Diversity Literacy Closing the achievement gap</p>	<p>1.1, 1.2, 2.1, 2.2, 2.3</p>
<p>3.</p>	<p>ILA 1.1, 2.2, 2.4</p>	<p>KTS 1, 2, 4, 5</p>		<p>2.2, 3.5, 3.6</p>

	Grammar Presentation/ PPD	AMLE 2, 4	Diversity Indicators: KTS 2.1, 2.2, 2.3, 4.2	Diversity Assessment Closing the Achievement Gap	
5.	Field Experiences *Oral Presentation for MAT Students	ILA 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 AMLE 1, 2, 3, 4, 5	KTS 1-10 Diversity Indicators: KTS 1.2, 1.4, 2.1, 2.2, 2.3, 3.3, 4.2, 5.4	Assessment	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2

* **Model:** 1-Student Learning; 2-Learning Theory; 3-Pedagogy; 4-Technology; 5-Assessment; 6-Diversity; 7-Partnerships/Learning Community; 8-Knowledge, Skills, Dispositions

***EPSB Themes:** Diversity; Assessment; Literacy Education; Closing the achievement gap

***KTS Diversity Indicators:**

KTS 1.2 Effectively connect content to students' life experiences including, when appropriate, prior learning in the content area or other content area.

KTS 1.4 Regularly guide students to understand content from appropriate diverse, multicultural or global perspectives.

KTS 2.1 Develop challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

KTS 2.2 Plan and designs instruction that is based on significant contextual and pre-assessment data.

KTS 2.3 Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

KTS 3.3 Values and supports student diversity and addresses individual needs: Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

KTS 4.2 Implements instruction based on diverse student needs and assessment data: Implements instruction based on contextual information and assessment data, adapting instruction.

KTS 5.4 Consistently describes, analyzed and evaluates student performance data to determine student progress, identify differences among student groups and inform instructional practice.

KTS 6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

Association of Middle Level Education (AMLE)

Principle A The Learner and Learning: Standard 1: Young Adolescent Development

Principle B Middle Level Curriculum: Standard 2: Middle Level Curriculum

Standard 3: Middle Level Philosophy and School Organization

Principle C Middle Level Instructional Practice: Standard 4: Middle Level Instruction and Assessment

Principle D Professional Responsibilities: Standard 5 Middle Level Professional Roles

VIII. Policies

Policy #1 CU Disability Statement:

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at 270-789-5192 to inquire about services.

Policy #2 CU Plagiarism Policy:

* Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-2017 Bulletin Catalog).

* Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. * If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Policy #3 Progress:

* Students are expected to complete all assignments in a professional manner.

* All course information and grades will be added to TigerNet LMS.

* Students will not be assigned a final grade until all course requirements, including field experiences are submitted.

Policy #4 Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Policy #5 Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Policy #6 Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

Resources:

Carnine, D., Silbert, J., Kame'enui, E., Tarver, S., & Jungjohann, K. (2006). *Teaching Struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, NJ: Pearson Education, Inc.

Duplass, James A. (2005) *Middle and High School Teaching: Methods, Standards, and Best Practices 1st Ed.* Cengage Learning.

Duke, N. K. (2004). The case for informational text. *Educational Leadership*, 61 (6), 40-44.

Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*, 2nd ed. Columbus, OH: Pearson.

Flint, E. S., & Brozo, W. (2010). Content Literacy and the content classroom: A question of now, not when. *The Reading Teacher*, 63 (6), 526-528.

Frey, N. & Fisher, D. (2007). *Reading for information in the elementary school: Content literacy strategies to build comprehension*. Columbus, OH: Pearson.

Ivey, G. (2010). Texts that matter. *Educational Leadership*, 67 (6), 18-23.

Juel, C., Hebard, H, Haubner, J. P., & Moran, M. (2010). Reading through disciplinary lens. *Educational Leadership*, 67 (6), 12-17.

Lane, H. B. & Arriaza-Allen, S. (2010). The vocabulary-rich classroom: Modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher*, 63 (5), 362-271.

McDonald, N. & Fisher, D. (2006). *Teaching literacy through the arts*. New York: Guilford.

McLaughlin, M. & DeVogd, G. L. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York: Scholastic.

Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59 (1), 46-55.

Olsen, J. K. & Mokhtari, K. (2010). Making science real. *Educational Leadership*, 67 (6), 56-62.

Raphael, T. E. & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59, 206-221.

Soares, L. b. & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher*, 63 (6), 486-494.

Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Prentice. .

Relevant Websites

www.kde.state.ky.us Kentucky Department of Education, KY Academic Standards

www.worldliteracy.org International Literacy Association