

Course Syllabus

ED3380-501

Curriculum and Instruction in English 2013 FALL

Professor Contact Information

Lynne Weber

hagarl@utdallas.edu

Classroom: CB2 1.206

Office Hours: by appointment

Daytime Phone: 214-346-8126 (my office and voice mail number)

Class Hours: Tuesday/Thursday, 5:30-6:45 P.M

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students must complete 20 hours of classroom observation during the semester

As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.

Course Description

ED 3380 is a methods course designed to prepare English teachers to become practiced in the knowledge and skills required of effective professionals in English education on the secondary level. Students in this course will research and practice strategies pertinent to curriculum, methods of teaching, and classroom management.

Student Learning Objectives/Outcomes

1. Students will write skill-based lessons and curriculum units that address all levels of Bloom's Taxonomy, that strengthen students' composition, grammar, and reading skills, that employ best teaching practices, and that are engaging, active, and student-centered.
 2. Student will use a variety of effective strategies and techniques for planning classroom discussion, student projects, group interaction, teacher-based modeling of skills, grammar instruction, reading instruction, and composition instruction.
 3. Students will construct and practice the use of meaningful developmental and summative assessments for language arts classes, including rubrics, scoring guides, performance assessments, and skill-based tests.
 4. Students will teach a mini-lesson to their classmates and each will analyze a video of his or her lesson.
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Required Textbooks and Materials

Burke, Jim. *The English Teacher's Companion*, Fourth Edition. Portsmouth, NH: Heinemann Press, 2008.

Photocopied handouts (keep these in a small ring binder or folder) to be distributed in class

A student membership to NCTE (the National Council of Teachers of English), including a subscription to *English Journal*, is recommended.

A **memory card** for the video camera so that you can view your video. If you would prefer to record your lesson on your phone or other personal device, that is fine. Simply bring the device on the night of your lesson.

Suggested Course Materials

Hacker, Diana: *A Writer's Reference* or another grammar handbook of your choice

Assignments & Academic Calendar

Required Papers, Projects, and Assignments:

All assignments should be submitted in typed, double-spaced form, using a standard 12-point font.

“What I Know about Teaching” essay...
(3-5 pages in length)

Two lesson plans

Mini-lesson and analysis of your video

One six-week unit, prepared in Microsoft Word (ONE document), to be posted to E-Learning so that your fellow students can download it

A Brief PowerPoint summary of your unit

Reading: The occasional unannounced quiz will assess completion of reading assignments, as will discussions of the reading at the beginning of each class.

Reading reflections as assigned

Field observation paper (2-3 pp): a paper analyzing the instructional methods used by the teachers you observed and the effect of these methods on their students.

You must also turn in the **log of class hours** signed by the teachers you observe.

Students who are exempt from field observation because they are full-time teachers or full-time teacher aides must observe two other teachers in their building for at least one period each and must write the field observation paper.



Grading

Tests and Major Papers: 70%

- The “Big Idea” Curriculum Unit (double weight)
- Grammar test. Students must achieve a grade of at least 80% on this test to earn a passing grade in the course. The test may be retaken until mastered.
- Lesson Plans
- Mini-lesson and written analysis of video
- “What I Know” essay and redraft
- Midterm examination
- Field observation paper (see handout for instructions and specific content)

Discussion: 30%

- Discussion of reading assignments (teacher or student-led)
- Reading reflections (writing assignments on the reading)
- Reading quizzes (in class)

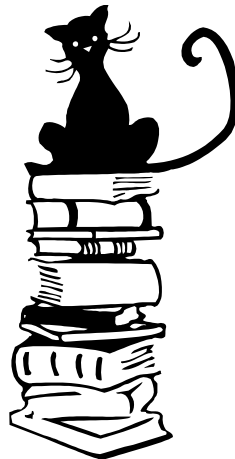
*Note: This class does not have a final exam. Your unit plan will serve the same purpose.

Students who earn grades of “A” do exemplary, distinguished work. The A+,A,and A- student participates actively and thoughtfully in class, completes all required reading and related assignments in a timely and professional way, completes well-written papers, makes oral presentations professionally, confidently, and effectively, and consistently demonstrates the ability to make connections between theory and practice.

Please note: grammar and punctuation errors will lower student grades on all assignments. Strive for elegance, accuracy, and excellence in your writing and speaking!

20 hours of field-based observation hours are required of you as a condition of your certification. Failure to complete and properly document such observation will result in failure of the course.

University guidelines require **a grade of “A” or “B” in ED 3380/ED 5300** before a student is permitted to enroll in student teaching.



Course & Instructor Policies

Attendance Requirements

Students who succeed in this course will attend class regularly and will participate frequently and enthusiastically, showing in many different ways their interest in and passion for teaching. Students who miss more than four classes will receive a failing grade. If you must be absent, please e-mail me any assignment that may have been due that evening. Those students with perfect attendance will receive an extra "A" test/essay/project grade.

Late Assignments: Assignments must be submitted on the due date.

Course Content by Week

- January 15** Course orientation and introductions
Goal-setting: What do you need to learn in this class?
Hand out Slouka article
- Reading Assignment to be discussed on January 17:** *Harper's Magazine* article (Slouka, Mark. "Dehumanized: When Math and Science Rule the School." *Harper's Magazine*, September 2009, pp. 32-40.)
- Writing Assignment due on January 17:** Write a 1- page personal reflection/reaction on/to the Slouka piece.
- January 17** Discussion of *Harper's* article (small/whole group activity)
Turn in reaction papers on Slouka article
Observation Hours w/Dr. Ashmore
- Reading Assignment to be discussed January 22:** "What We Teach: (Re)Defining English as a Discipline" Ch. 1 Burke
- January 22** Introduction to skill-based planning and thinking skills
Discussion of reading assignment
- Read before Jan. 24:** "Teaching Writing," Ch. 4, Burke Text
- January 24** Teaching and Assessing Composition
Student paper line-editing simulation
- Before January 29: Review sentence structure, plurals and possessives, types of phrases
- January 29** Grammar diagnostic test
- Reading Assignment for January 31:** "Teaching Speaking and Listening," Ch. 6, Burke text. Write a 1-page reflection on the piece and on your personal experience of speaking and listening in an English classroom.

January 31	Demonstration of lesson planning techniques 1-page reflection due/discussion Class lesson planning/assessment activity
February 5	Return and review of diagnostic grammar test Review: “The Least You Should Know About Grammar and Mechanics” Reading assignment to be discussed February 7: pp. 256-268, Burke text
February 7	Vocabulary—Diction, Connotation, Sound Devices, Syntax Reading assignment to be discussed February 12: pp. 271-291, Burke Text; write a 1-page reflection on the content of this section.
February 12	Discussion of reading The Write Way to Teach Grammar Reading assignment to be discussed February 14: Ch. 2, Burke Text
February 14	Grammar Test (It’s the Real Thing) Discussion of reading Reading assignment to be discussed February 19: Ch. 3, Burke Text
February 19	Planning and brainstorming for “What I Know about Teaching and Learning...and What I Want to Know” paper What does research tell us about best teaching practices? “Favorite Teacher” Exercise Requirements for the paper Before Feb. 21: Brainstorm and plan your “What I Know” paper
February 21	Out of Class Assignment: Write “What I Know” paper (3-4 pages, typed) outside of class. Bring a printed copy of the paper to class on February 26 Reading assignment to be discussed February 26: Ch. 5, Burke Text.
February 26	Close reading and literary analysis techniques Choosing skills and texts for your lesson Before Feb. 28: Decide on a text, write an objective, and begin brainstorming activities for your lesson
February 28	Seminar and questioning techniques Explanation of lesson planning process Explanation of mini-lesson requirements Distribution of guidelines and scoring rubric for first lesson plan assignment Before March 5: Write your first skill-based lesson. Make copies of the lesson for your workshop group and the instructor (3 copies).
March 5	Skill-based lesson due Analyze, review, and assess lesson plans in workshop groups Mid-term exam review

Before March 7: revise your lesson and prepare your revision for submission to the instructor as a final draft.

March 7 Polish your lesson and bring a hard copy to class tonight. Make sure your lesson is posted on E-Learning so that your classmates can print and file it for later use

Midterm Examination

March 9 Midterm Grades Posted

Spring Break

March 19 Mini-lesson 1 _____
Mini-lesson 2 _____

Reading Assignment to be completed before March 21: Ch. 8, Burke Text.
Write a 1-page reflection on the chapter

March 21 Focus on Assessment
Activity: Construct a rubric and score a set of papers
One-page reflection due

Mini-lesson 3 _____

Before March 26: Review the objectives for teaching grammar and composition.

March 26 Grammar and wordplay activities

March 28 Mini-Lesson 4 _____

Special Presentation: The Boy-Friendly Classroom

Reading assignment to be discussed April 2: Review Burke, Ch. 3

April 2 Introduction to the “Big Idea” Unit/Discussion of reading (quickwrite)

Mini-Lesson 5 _____

Before April 4: Write field observation paper; decide on a subject for your unit

April 4 Paper on field observation (2-3 pp.) due; in-class check of progress on field observation hours. Bring your documentation sheet to class.
Check of ideas for unit
Construction of the preliminary skeleton unit

April 9 No class: Gather the materials you will need to create your unit. Bring these materials and a laptop or notepad so that you can work on your unit in class next week. Complete the “skeleton” unit.

April 11 In-class work session on your unit. Bring your materials.

Before April 16: Prepare the rough draft of your unit.

- April 16** Rough draft of unit due
Peer analysis, review, and assessment of unit plans
- Mini-Lesson 6 _____
- April 18** At-home work on units final drafts (no class meeting)
Post unit on E-Learning by 9 PM on April 23 to get credit for this “virtual”
class.
- April 23** Mini-Lesson 7 _____
Mini-Lesson 8 _____
Turn in hard copy of unit
- Before April 25:** Create your PowerPoint or Prezi
- April 25** Unit PowerPoints and discussion of units
- April 30** The Foursquare literary analysis method
Discussion of reading
- Before May 2:** Make sure all of your observation hours have been completed.
Bring documentation of your observation hours to class.
- May 2** Special Presentation: Shakespeare for Life

To access university policies and regulations, please go to <http://go.utdallas.edu/syllabus-policies>

I have read and understood the contents of this syllabus:

Student Signature _____ Date _____

Comments or Questions: _____