



## *English 4364.01* *(Methods of Teaching English in* *the Secondary Schools)*

*Fall 2017*

*Credit: 3 Semester Hours*

*CRN 82977*

**Professor: Dr. Gene Young**

**Contact Information:**

*Office: Evans 416*

*Hours: Tuesday and Thursday 9:00 to 9:30 and 2:00 to 3:00 (MWF by appointment)*

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**Catalog Course Description: ENG 4364W METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOLS.** Directed studies and practice in the selection, organization, and presentation of English subject matter and skills to students. Required for English majors and minors who are working for a secondary teaching certificate. Prerequisite: 18 hours of English. Credit 3.

**Required Texts/Supplementary Readings/Course Materials:**

- *Bridging English*, by Joseph and Lucy Milner. 6<sup>th</sup> Edition, 2017
- *Woman Hollering Creek and Other Stories*, Sandra Cisneros.
- The English Secondary TExES Preparation Manual (available on line)
- Other materials available on Blackboard

**Course Objectives. (To understand the alignment between the course material and the state English Language Arts and Reading [ELAR] Standards, see the daily schedule.)**

- Acquiring a thorough understanding of the fundamental principles of teaching English language arts in the secondary school
- Learning to apply these core principles to your own teaching
- Seeing how teaching “English” has changed in recent years and to stress the integration of the various language arts into a coherent whole
- Begin thinking about what you want to be as a teacher and to help you formulate some basic approaches (what the text calls “core beliefs”) for the craft of teaching
- Understanding the connections between the Texas state English Language Arts and Reading (ELAR) Standards and the secondary English Language Arts and Reading TEKS (Texas Essential Knowledge and Skills) curriculum and to understand how they affect you as a teacher of the English Language Arts in Texas
- Preparing for the state certification examination in English Language Arts and Reading

**Learning Objectives: When you have completed this course, you should be able to:**

- Explain what is meant by the term “English language arts” and the “integration of the language arts” and how these concepts affect and inform ELA teaching in the 21<sup>st</sup> century
- Explain the elements of effective course organization, content delivery, and performance evaluation
- Demonstrate a familiarity with the competencies of the 8-12 ELAR TExES examination and the 9-12 Texas Essential Knowledge and Skills
- Articulate the essential elements of your personal teaching philosophy

**Course Requirements:**

- *Daily Work/Participation (20%)*. This portion of the grade measures how actively you participate in the class, including how well you take part in classroom activities, discussions, group work, and any out-of-class assignments, such as your response log, which I will explain in a separate handout. We will also have Blackboard discussions and/or blogs as a portion of this component. It also takes into account class attendance. This grade is not going to be based on grinding out lots of numbers. In fact, it will be a relatively “subjective” (but fair and thorough) judgment on my part, much like the “subjective” evaluations that are a regular part of any English/Language Arts teacher’s professional life.
- *Papers (20%)*. You will write two papers for this class (not including the thematic unit). Both will be oriented more toward language-arts teaching issues raised in the chapter readings, and they will be good preparation for the thematic unit. Each will count 10% of your final grade.
- *Thematic Unit (30%)*. For the major piece of your course grade, you will design a 2-4 week unit for a secondary English Language Arts and Reading course. Overall, this assignment offers you considerable flexibility, and it may emphasize various aspects of the ELAR curriculum.
- *Mid-term Exam (10%)* The mid-term will cover chapter readings from early in the semester.
- *Final Exam (20%)*. The final exam will cover selected chapters. It won’t be precisely comprehensive, but it will cover some of the earlier chapters, especially Chapter One. It will be a combination of short answer and essay. I will provide you a study guide prior to the exam.

**Some Ground Rules and Some Food for Thought.**

- This course is about teaching language arts in the contemporary high school classroom. The approaches we study may diverge from the teaching you have encountered in your university career. This department has some excellent teachers from whom you should feel free to take important lessons in classroom teaching, but bear in mind that teaching in high school and teaching in college are vastly different. That is not meant to slight the fine teaching in this and other departments; it is merely the fact.
- This course is geared toward language arts teaching, but I know that some of you might not ever end up in a high school English classroom. Don’t worry about it. The teaching principles in this course are good ones no matter what the subject or what level you teach. Whether you end up as a football coach, a history teacher, or even a college professor or corporate trainer, there are lessons for you to take from this class. (Besides, you can’t be 100% sure you won’t end up teaching language arts. What if your football team goes 0-10 or your company goes bottom up?)
- You are not going to agree with everything you read or hear in this class. That’s fine, but do resolve to bring a positive, open mind to the class. Keep in mind that the basic approaches presented in the textbook align with the English Language Arts and Reading (ELAR) standards for Texas and with the English certification examination. They also align with the prevailing approaches and philosophies throughout the country. They are approaches that you will have to know to be certified and to be successful as a teacher in the state of Texas. There will be times when you’ll need to know the “book” answer, but you’ll have plenty of opportunities to express your independent thoughts, both in class and in writing. Also, there is a good deal of “pie-in-the-sky” idealism in the textbook and the course. I believe that it is imperative that high school teachers maintain a good

amount of idealism (and that they never give in to cynicism). Still, sometimes Pie-in-the-Sky will come into direct conflict with Reality. It will never hurt to have an occasional “reality check.” If we spend class time in “Yeah, but. . .” discussions, it will not be not time wasted.

- Finally, before the advent of English 3374 and 3376, we tried to cover teaching writing and teaching literature in this course. As you know, those course cover both writing and literature. Still, we will spend a good amount of time this semester talking and reading about the teaching of literature and the teaching of writing. Whether you have already taken those classes or enrolled in them this semester, seeing this material again or in a different context will do you some good.

**Plagiarism.** Plagiarism means taking words or ideas from a source without giving proper credit to that source. There are different types of plagiarism, ranging from relatively innocent to serious. The opportunities and temptations to plagiarize (especially on the internet) have become much more available, but there are also increasing ways for plagiarists to be caught at it. Whatever the case, plagiarism is a serious academic offense, and I do not take it lightly. (Neither does the University. See the student guidelines for a discussion of the penalties of plagiarism.) Don’t do it.

**Attendance Policy.** University policy allows three hours of absences, which for a Thursday class is only two class meetings. If you miss two class, you will not be penalized (although this does not excuse you from any due dates or course requirements). If you have no absences, I’ll credit you in your participation grade. If you miss more than two class meetings, it will cost deductions from your participation grade.

**Make-ups for Absences.** Any time you are absent (whether or not it is excused), you are required to write a make-up consisting of a one-page, hard-copy summary and reaction to the assigned reading for the day you missed. The make-up is due the day you return to class. (Please include “make-up” and the date you missed, not the date you returned to class.) This make-up is in addition to any assigned journal response.

**Course Assessment.** Toward the end of the term, you will do an “IDEA” assessment of the course. These evaluations are a part of our faculty evaluation system, but even if we didn’t do them, I take student evaluation seriously. In addition to the formal university teaching evaluation, I will be seeking feedback from you about the course. I will use this feedback in planning future courses.

**Guidelines for Academic Conduct and Classroom Procedures.** Below are official University statements on other aspects of academic conduct and classroom procedures (with a link to the full guidelines).

**Student Conduct and Syllabus Guidelines.** Refer to the following links for the various university and department statements and policies indicated:

- *The official university Code of Student Conduct and Discipline:* <https://netreg.shsu.edu/mirror/codeofconduct.html>
- *University guidelines and policies on Academic Dishonesty, Americans with Disabilities Act, Absences for Religious Holy Days, and Visitors in the Classroom:* <http://www.shsu.edu/syllabus>
- *University policy on Academic Dishonesty:* <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

**My Classroom Policies.** I’m not especially fussy about what you do in class. Don’t fall asleep, and do not leave early unless you have cleared it with me first. The one thing that has become an issue with me and many other faculty is the use of cell phones and laptops (and other electronic devices) during class. Don’t (as in *do not*) check your cell phone during class. That can wait. Also, don’t use a laptop during class, unless you have discussed with me how you intend to be using it. I may require some proof that you are doing class-related things. That’s about it. Mainly, just come to class prepared and ready to take part.

**Reading and Activity Assignments. English 4364.01—Fall 2017**  
**Thursday and Thursday, 11:00-12:30, Evans 417**

<b>Meeting Date</b>	<b>Readings to do</b>	<b>Writings to bring</b>	<b>Possible In-Class Activities</b>
<b>Thursday, Aug. 24</b> <i>Course Introduction</i>			Get acquainted: IR 1-1
<b>Tuesday, Aug. 29</b> <i>The English Language Arts; ELAR Integration</i>	Preface; Chapter 1, "Envisioning English" (1-16)	Invitation to Reflection 1-2, #1 (p. 4)	Disc. IR 1-2 (page 4) and IR 1-3 (8). Also IR 1-4 (11)
<b>Thursday, Aug. 31</b> <i>Redefining The English Language Arts</i>	Revisit Chapter 1 reading. Reread it reflectively.		Group-work exercise; See Activity 11-2 (374); Discuss IR 1-6, #2 (15)
<b>Tuesday, Sept. 5</b> <i>Theories of Learning</i>	Ch. 2 "Designing Instruction" (17-26)	Read "Effective Practice" 2-1 (25) and respond.	IR 2-1 (20); IR 2-2 (26)
<b>Thursday, Sept. 7</b> <i>Lecture and Discussion</i>	Continue Ch. 2—pages 26-41		Discuss paper assignments. IR 2-3, #2 (30); IR 2-4 (41)
<b>Tuesday, Sept. 12</b> <i>Group Work, Layering the Four Approaches, and Technology</i>	Continue Ch. 2—pages 42-53 and 54-58. "Learning with Technology"		TA 2-1 (52). Exploring Emily Dickinson; TA 2-2 (53) Exploring Graphic Lit (Gary Larson)
<b>Thursday, Sept. 14</b> <i>Linguistic Attitudes</i>	Ch. 3, "Centering on Language" (59-70); The ELAR Standards	Do TA 3-1 (64) (Individual) and bring results.	IR 3-1 (60); TA 3-2 (TV Dialects, p. 60); Humor in language (Wordplay site, p. 63)
<b>Tuesday, Sept. 19</b> <i>Raising Language Consciousness</i>	Continue Ch. 3—pages 70-86		Discuss survey results; TA 3-5 (72); IR 3-3 (71); TA 3-6 (74)
<b>Thursday, Sept. 21</b> <i>Language and Grammar Instruction</i>	Continue Ch. 3—pages 86-96	<b><u>Paper #1 Due</u></b>	TA 3-11 (87); IR 3-8 (95); TA 3-12 (grammar check)
<b>Tuesday, Sept. 26</b> <i>Oral Language in the Classroom</i>	Ch. 4, 97-100, plus "Fishbowl" (106-07), and "Storytelling" (118-20)		IR 4-2 (108) for class discussion. Dialogue poems; Story Telling
<b>Thursday, Sept. 28 Mid-Term Exam, Chapters 1-4.</b> (Exam study guide will be posted)			
<b>Tuesday, Oct. 3</b> <i>The Interactive Teaching of Literature</i>	Ch. 5, "Responding to Literature" (126-33)	Write a reflection on IR 5-1, #1 (129)	TA 5-1 (129); Associative Reflections blog assignment ("A Worn Path")
<b>Thursday, Oct. 5</b> <i>Reader Response Approaches</i>	Continue Ch. 5—pages 133-45.		Do TA 5-4 (139) in class and discuss; TA. 5-8 (144)
<b>Tuesday, Oct. 10</b> <i>Reviving Poetry</i>	Ch. 6, "Celebrating Poetry" (176-83, 199-201, and 217-20)		IR 6-1 (181); See Table 6-3 (205). Poetry Alive.
<b>Thursday, Oct. 12</b> <i>Reading Strategies and The Canon</i>	Ch. 7, "Unlocking Texts" (221-31 and 265-69)	Class Blog. Teaching a favorite song	Discuss Song-as-Poem exercise. See Fig. 10-8 (352) IR 7-1 (229). The Canon in high school literature.

<b>Tuesday, Oct. 17</b> <i>Teaching the Conflicts. Controversial and Censored Books</i>	Read selected chapters of <i>Adventures of Huckleberry Finn</i> and teacher essays on teaching controversy		Discuss “Teaching the Conflicts” using <i>Adventures of Huckleberry Finn</i> as a model. See Figure 2-12 (54)
<b>Thursday, Oct. 19</b> <i>Reading Cisneros; Voice in her Stories</i>	Have assigned sections of <i>Woman Hollering Creek and Other Stories</i> read	Discussion Board on Cisneros.	Discuss teaching Cisneros.
<b>Tuesday, Oct. 24</b> <i>Teaching Cisneros</i>	<i>Teaching WHC and Other Stories</i>	Essay: How you would teach a Cisneros story.	Continue teaching Cisneros discussion.
<b>Thursday, Oct. 26</b> <i>Nonfiction versus Fiction Personal writing</i>	Ch. 9, "Assaying Nonfiction" (301-309 and 331-34)		TA 9-1 (306); IR 9-1 (302). Discuss each question in brief. See E-P 9-1 (312) and discuss thematic unit.
<b>Tuesday, Oct. 31</b> <i>Media Literacy/Viewing and Representing Media</i>	Ch. 10, "Making Media Matter" (335-38 and 345-54)	<b>Paper #2 Due.</b>	IR 10-1 (326). See Fig. 10-3 (346) (Nathanson’s guidelines for using video). See Fig. 10-8 (the SIBL Project)
<b>Thursday, Nov. 2</b> <i>Media Literary in the ELAR Classroom</i>	Continue Ch. 10—354-66		IR 10-4 (355); TA 10-3 (357).
<b>Tuesday, Nov. 7</b> <i>The Writing Process and Systems for Teaching Writing</i>	Ch. 11, "Inspiring Writing" (367-71 and 376-84)		IR 11-1 (369); TA 11-4 (383) and IR 11-3 (377)
<b>Thursday, Nov. 9</b> <i>Classroom Approaches to Teaching Writing</i>	Continue Ch. 11--384-97	Respond, in general, to IR 11-8 (396)	IR 11-7 (393); IR 11-6 (390)
<b>Tuesday, Nov. 14</b> <i>Ways to Engage Students in Writing</i>	Ch. 12, “Enabling Writing” (398-409)	IR 12-2, #5 (406) Answer in a letter to the parent.	IR 12-2 (406); TA 12-1 (406) (Journal Types)
<b>Thursday, Nov. 16</b> <i>Approaches to Planning and Planning Units</i>	Ch. 14, “Planning Lessons” (473-75, 485-95, and 501-02)		Workshop thematic unit
<b>Tuesday, Nov. 21</b> <i>Grading and Evaluation; Assessment</i>	Ch. 13, "Evaluating Learning" (433-43)		IR 13-1 (438); Figure 13-1 (439)
<b>NOVEMBER 22-24. THANKSGIVING HOLIDAY</b>			
<b>Tuesday, Nov. 28</b> <i>Staying Abreast Professionally</i>	Ch. 15, "Becoming a Complete Teacher" (503-21)		IR 15-1 (505)
<b>Thursday, Nov. 30</b>	No Reading. Wrap up. Preview the final.	<b>Turn in Thematic Unit</b>	
<b>Final Exam: Thursday, December, 12:00 to 2:00 (Tentative)</b>			