



Course Syllabus

English 4364.01

(Methods of Teaching English in the Secondary Schools)

Spring 2018
Credit: 3 Semester Hours
CRN 82977

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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. 6th Edition, 2017 (Note: This book is available in print and online. The print text is available bound or loose-leaf. Any form will do, but you must have the 6th edition, which has been substantially updated from earlier editions.)
- *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

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 21st 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

- *Activities and Participation (30%).* This portion of the grade measures how well and how actively you participate in the class, including how well you take part in class activities, such as online discussions, group work, and your course journal, which I will explain in a separate handout.
- *Chapter Quizzes and Exam (20%).* You will have scheduled quizzes on most of the chapters. At times, these may be “objective” quizzes, and at times they may be short reaction papers. Depending on your quiz results, I may give you a final exam, which will be included in this average.
- *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 (20%).* 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.

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. In your college career, you will have certainly encountered 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 at the college level; 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 encounter 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. 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 online discussions 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 time in "Yeah, but. . ." discussions, it will not be time wasted.
- Finally (and this applies only if you are an undergraduate English major/Secondary Education minor), before the advent of English 3381, we covered both teaching writing and teaching literature in this course. English 3381 covers both writing and literature. Still, we will spend a good amount of time this semester studying about the teaching of literature and the teaching of writing. Whether you have already taken those classes (at Sam Houston or elsewhere) or enrolled in them this semester, seeing this material again or in a different context will do you some good.

Expectations of Students

- Use the virtual office to ask general course questions
- Check the course homepage, discussions, and e-mail several times a week
- keep up with reading assignments, activities, assignments and quizzes
- Participate actively in class discussions, particularly the weekly discussion boards
- Practice Netiquette in the course. No flaming (negative hurtful comments); use correct grammar and spelling; don't yell (write in all caps)

Expectations of Instructor

- I will read and respond to discussion posts directed at me, e-mails and other forms of communication daily (and sometimes on weekends)
- I will try my best to post grades for your assignments and exams quizzes within a week of submission
- I will have office hours at these days/times: (Monday and Wednesday 1:00 p.m. to 3:00 p.m. CST and Tuesday-Thursday 10:00 a.m. to 12:00 p.m. CST) via email or via phone (936-294-1426). Later on, I will post a Skype address for you.

Blackboard and Online Access

This class is taught online. Students will need an active Sam Houston e-mail account to access the course website through Blackboard. This site will have announcements, assignment memo, and other course materials. Students will need reliable internet access in order to participate satisfactorily in this class.

Timely Completion of Assignments. In an online course, the temptation to put lessons and assignments off is a serious problem. Don't let it happen. You will need to meet the deadline for all assignments. Under ordinary circumstances, I will not accept late work, but if for some (especially good) reason, you have to complete an assignment after the deadline, you will need to have my permission to submit it, and there will be an automatic deduction of one letter grade. I will not accept assignments that are over a week late.

Contacting Me. In an online course, individual contact is important. There will be times when you don't have the option to be in contact—for instance, when we will have dialogue as a part of the assignments. However, I strongly encourage you to reach out to me for help beyond that. This is especially true as you think about and begin to prepare for the state secondary English certification exam (7-12 ELAR TExES).

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 and in an online course) 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.

The TExES Exam and Secondary English Certification in Texas. It is likely there will be students in this class who are not working toward secondary English certification in the state of Texas. If you are intending to gain certification (7-12 English Language Arts and Reading), this course will be a major part of your preparation. In fact, as you will see, the state standards and the state certification examination are part of the course materials. In addition, I coordinate the workshops and preparation for the state test. All of what you do in this class is directed toward making you a better teacher; it is not coincidental that much of this material will also help prepare you for the state exam.

Course Assessment. Toward the end of the term, you will do an online "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.

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). 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>

Course Schedule

Note: This is a tentative schedule. It is possible (even likely) that during the semester there will be modifications to this schedule.

Week One: Course Introduction and Getting Acquainted.
January 17-19

Unit One (Two Weeks): *Bridging English*, Chapters 1 and 2. TExES Domain I (Competencies 001 and 002)
January 20-February 2

Content:

- *The English Language Arts; ELAR Integration*
- *Redefining The English Language Arts*
- *Theories of Learning Lecture and Discussion*
- *Group Work, Layering the Four Approaches, and Technology*

Readings:

- Chapter 1, "Envisioning English" (1-16)
- Chapter 2 "Designing Instruction" (17-58)
- 7-12 TExES Domain 1, Competencies 001 and 002.

Unit Two (Three Weeks): *Bridging English*, Chapters 3, 4, and 10. TExES Domain I (Competency 003) and Domain IV (Competencies 010 and 011)
February 3-23

Content.

- *Raising Language Consciousness*
- *Language and Grammar Instruction*
- *Oral Language in the Classroom*
- *Media Literary in the ELAR Classroom*

Readings.

- Chapter 3, "Centering on Language" (59-96)
- Chapter 4, "Oral Language" (97-120)
- Chapter 10, "Making Media Matter" (335-38 and 345-66)
- TExES Domain I, Competency 003
- TExES Domain IV, Competencies 10 and 11

Unit Three (Two Weeks): *Bridging English*, Chapters 5, 6, and 9. TExES Domain II (Competencies 004, 005, 006, and 007)
February 24-March 9

Content.

- *The Interactive Teaching of Literature*
- *Reader Response Approaches*
- *Reviving Poetry*
- *Nonfiction versus Fiction*

Readings.

- Chapter 5, "Responding to Literature" (126-45)
- Chapter 6, "Celebrating Poetry" (176-83, 199-201, and 217-20)
- Chapter 9, "Assaying Nonfiction" (301-309 and 331-34)
- TExES Domain IV, Competencies 004, 005, 006, and 007

March 12-16: Spring Break**Unit Four (Two Weeks): *Bridging English*, Chapter 7 and Sandra Cisneros
March 17-30****Content.**

- *Reading Strategies and The Canon*
- *Teaching the Conflicts. Controversial and Censored Books*
- *Reading Cisneros*
- *Teaching Cisneros*

Readings.

- Chapter 7, "Unlocking Texts" (221-31 and 265-69)
- Read all of *Woman Hollering Creek and Other Stories*

**Unit Five (Three Weeks): *Bridging English*, Chapters 11, 12, and 13. TExES
Domain III (Competencies 008 and 009)****March 31- April 20****Content.**

- *The Writing Process and Systems for Teaching Writing*
- *Classroom Approaches to Teaching Writing*
- *Ways to Engage Students in Writing*
- *Grading and Evaluation: Assessment*

Reading.

- Chapter 11, "Inspiring Writing" (367-71 and 376-97)
- Chapter 12, "Enabling Writing" (398-409)
- Chapter 13, "Evaluating Learning" (433-43)
- TExES Domain III, Competencies 008 and 009.

**Unit Six (Two Weeks): *Bridging English*, Chapters 14 and 15, and the 7-12 TExES
Preparation Manual.****April 21-May 4****Content.**

- *Approaches to Planning and Planning Units*
- *Staying Abreast Professionally*
- *Preparing for the 7-12 ELAR TExES*

Reading

- Chapter 14, "Planning Lessons" (473-75, 485-95, and 501-02)
- Chapter 15, "Becoming a Complete Teacher" (503-21)
- Review the State of Texas ELAR Standards
- Examine the 7-12 TExES Preparation Manual

Final Exam (Details to be announced)