ENG 220S:
TEACHING SECONDARY ENGLISH
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Fall 2017  Mondays & Fridays as scheduled, 3:10  TC 211
Instructor:  Dr. Kristianne Kalata  Office Hours:  Mon. 12:45-1:45;
          409 Thompson Clark  Tues. 10:00–11:00, 2:00–3:00;
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Required Texts & Materials:
• Assorted online materials (available via D2L), as noted in syllabus

Course Description:
Through guided readings in theory and practice, prospective teachers will learn the fundamentals of teaching in their content area and will design and present a variety of lessons in the area of English Language Arts.

Course Outcomes:
Students in this course will
1. demonstrate the ability to plan and present effective lessons in secondary English
2. demonstrate proficiency in the teaching of writing and literature
3. demonstrate the ability to apply theory to actual practice in the classroom
4. exhibit the qualities necessary to become a professional in the field of education
5. understand the process and value of actively reflecting upon their own teaching
6. demonstrate critical proficiency in their own writing and reading practices.
We will pursue these outcomes through the following assignments.

Course Assignments:
60%  Teaching  (Outcomes 1-4)
    30% = design and delivery of four practice lessons, each worth 10% of the total course grade.
    I will drop your lowest score.
    15% = design and delivery of one real lesson in either WRI 111 or ENG 240
    15% = practicum at Meadville Area HS w/ alumna Jenny Jones’s 10th graders; details forthcoming.

15% Discussion Leaders  (Outcomes 2, 4, 5, & 6)
Assignment includes a typed outline of readings, plus a short Reflection Paper
You will be responsible for leading the class on two occasions throughout the term; you may choose from the dates marked Discussion Leader in the syllabus schedule. For one of your two Discussion Leaders, you will compose a 2-page reflection paper, accompanied by a brief (1-pg) outline that synthesizes the assigned readings and serves as a kind of lesson plan to
guide your presentation. Reflection is a critical component to successful teaching. Please take the time to really think about what you are reading and how you might use it in the classroom, as well as how it applies to your own educational experiences. You may use the following questions to guide your thinking:

**Focus Questions for Discussion Leader Assignments:**

1. What connections do you see among the assigned readings? Do any of the ideas resonate with readings from your EDU classes? If so, how?
2. Which of the issues raised in the readings seems most important to you, and why?
3. What topics surprise (pleasantly or negatively) you, and why?
4. In what ways do ideas and/or techniques presented in these chapters connect to your own educational experiences as a student and (if relevant) a pre-service teacher this term?
5. (if relevant) How might you apply the described technique(s) in your own classroom?

I will use the following system to grade your discussion leader, accompanying paper, & outline:

- **A grades** = The reflection paper was turned in on time. It addresses all of the focus questions (see below) with specific reference to readings, class discussions (if relevant), experience in the high school classroom, and your own background knowledge and experience. The paper is clearly written and grammatically proficient. There is evidence of critical thinking. The attached outline effectively summarizes the reading's key points, and the presentation of reading material is well-organized, clear, and thoughtful. The presenter involves peers in an effective discussion of the day's assigned material.

- **B grades** = The reflection paper addresses most of the focus questions with some evidence of connections to readings, class discussions, experience in the high school classroom and/or your own background knowledge and experience. The paper is clearly written and grammatically proficient. The attached outline summarizes the reading, and the presentation is mostly well-organized and clearly delivered. The presenter tries to involve peers in a discussion of the day's assigned material.

- **C grades** = The reflection paper addresses most of the focus questions, but specific connections to readings, class discussion, experience in the secondary classroom and/or your own background knowledge and experience are not evident. The attached outline and accompanying presentation do not effectively summarize the reading.

**10% Institutional Autobiography** (Outcomes 4 & 6)

Early in the semester, you will write a 4-page institutional autobiography or narrative account of your experience of English in school and classroom settings. You'll want to discuss these experiences in the context of course readings (including Freire, Eagleton, and Beach) and to document these readings when appropriate. Your narrative should be detailed and specific.

**10% Self-Evaluations** (2 @ 5%/10 points each; meets Outcomes 4, 5, & 6)

You will write a self-evaluation of two different teaching experiences throughout the course. When writing self-evaluations, aim for 2 full typed pages, and use the following five questions to reflect on your teaching experience:

1. What were your objectives, and how well were they met? How can you tell?
2. What worked? Why did it work?
3. What were the problems? Why did they occur?
4. If you had a chance to teach this lesson and/or work in this type of classroom setting again, what would you change? Why?
5. What questions/concerns do you have about lesson planning, instruction, the subject matter, working with this age child, etc.?

GRADING: Each self-evaluation is worth a possible 10 points. A 10-point evaluation will address all of the questions and include specific evidence of the ability to identify strengths and weaknesses.

5% Participation (Outcomes 3-5)
Your active participation and, of course, regular attendance are essential to the success of this course. Your participation grade will be based largely on your attendance, your contributions to discussion (including your second Discussion Leader), and your critiques of peers’ lessons.

| GRADING SCALE | 100% - 94% = A | 93% - 90% = A- | 89% - 88% = B+ | 87% - 84% = B | 79% - 78% = C+ | 77% - 74% = C | 73% - 70% = C- | 69% - 60% = D | 59% - 0% = F |

Policies & Expectations:

✓ Attendance. We will meet every other week. Because this is such a small class, and your contribution to it is so very important, your presence at biweekly meetings is essential not only to your success but also to that of your peers. Absences will be excused only in emergency situations, with appropriate documentation. Please be aware that “self-reported sick in room” notices from the Student Health Center will not change an absence from unexcused to excused.

✓ Preparedness. Come to class prepared and ready to discuss the day’s reading assignments. All readings should be completed before the class during which they will be discussed. Similarly, all writing assignments should be submitted on time. Late papers will be penalized 10% per day late, including the first day and weekends. Computer problems do not justify late or shoddy work. Know that technology tends to fail us at the most inconvenient of times. Be prepared, backup your work, and you will have no problems.

✓ Honesty. The lasting reward of academic integrity is a good character and the ability to learn on your own. See the Academic Integrity Policy available online and in the Undergraduate Catalog. Note that failure to demonstrate academic integrity has serious consequences in the short term (grades) as well as for the rest of your life.

✓ Respect. Maintain a respectful attitude toward the course, your fellow students, and me; in turn, I will do the same for you. Know that disrespectful behavior—online or in class—can negatively affect your participation grade.

IMPORTANT NOTES:
- ACCESSIBILITY STATEMENT: Westminster College actively strives for the full inclusion of all students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, located in 209 Thompson-Clark Hall. Phone: 724.946.7192; e-mail: craigfa@westminster.edu.

- ATHLETICS & EXTRACURRICULARS: If you are involved in College athletics or other extracurricular activities and will miss class meetings because of games or performances, please notify me in advance of any class sessions you will miss. All work is to be submitted prior to the excused absence.
**Schedule of Meetings and Assignments:** (subject to change)

NOTE: An asterisk* denotes longer meetings—plan on staying a full 90 minutes OR starting during the lunch hour, if possible.

**T Aug 29**
We’ll brainstorm qualities of good English teachers and discuss how ENG 220S will proceed this term. I’ll distribute the Institutional Autobiography assignment.

**TOPICS:** Literary Studies and English pedagogy

**READINGS:** Beach, preface & chapter 1. I’ll provide handouts of (and we’ll begin discussing) Terry Eagleton’s classic essay, “What is Literature?” and Paolo Freire’s *Pedagogy of the Oppressed.*

**M Sep 4**

**TOPICS:** Literary Studies & English pedagogy, ctd.

**READINGS:** We’ll discuss the readings I handed out last time (Freire, Eagleton). Also read Beach, chapters 2-3. I’ll distribute lesson rubrics and will show you the Wiggins & McTighe assignment for next time.

*~Institutional Autobiography due to D2L by Sunday, September 10, at midnight~*

**F Sep 22**

**TOPICS:** Teaching fiction; unit design.

**READINGS:** Beach, ch. 5; Brandvik & McKnight, chapters 3 & 6; and Wiggins & McTighe (see link to ebook on D2L), skim introduction. **Discussion Leader** on Beach and Brandvik & McKnight. I’ll lead discussion of Wiggins & McTighe. **Reflection paper and outline due to D2L by midnight on the day of your Discussion Leader~**

*~SCHEDULE YOUR VISIT TO DR. MITCHELL or DR. KALATA’S CLASSES~*

**M Sep 25**

**TOPICS:** Teaching nonfiction; integrating groupwork effectively

**READINGS:** Beach, chs. 4 & 6; Brandvik & McKnight: chapter 4. **Discussion leader** on Beach and Brandvik & McKnight. I’ll distribute rubrics for next time; and we’ll discuss updates on the Meadville HS practicum.

**F Sep 29**

**LESSON #1: Your choice of Fiction or Nonfiction (20 mins)**

**M Oct 9**

**TOPICS:** Assessment and Grading

**READINGS:** Beach, ch. 11; Brandvik & McKnight, Appendix B; plus rubrics (handed out last time). Come to class with an idea for a unit-specific assignment, along with a rubric you would use to grade it. We will share grammar anxieties before leaving today. **Discussion Leader** on Beach & Brandvik & McKnight

**M Oct 16**

**TOPICS:** Teaching writing, grammar, and mechanics in context

**READINGS:** Beach, chapters 7 & 10; Strunk & White, parts I-III. We’ll discuss the upcoming *English Journal* assignment. **Discussion Leader** on Beach only. **BRING LAPTOPS / DEVICES TODAY**
~Tentative Practicum @ Meadville Area HS in Jenny Jones’s 10th Grade Classroom: Days TBA~

F Oct 27  TOPICS: Teaching writing & grammar, ctd.; return to grading, if you like.
READINGS: Brandvik & McKnight, chapter 5; Strunk & White, parts IV-V; and English Journal lesson plans—choose one to share. I’ll distribute handouts for next time, and we’ll discuss the Folger and pbs.org resources. BRING LAPTOPS / DEVICES

M Oct 30*  LESSON #2: Grammar (20 mins)

M Nov 13  TOPICS: Teaching Shakespeare
READINGS: Handouts, courtesy of Dr. Ade, plus your chosen selections from Folger and pbs.org. We’ll discuss upcoming Shakespeare lessons. BRING LAPTOPS / DEVICES

F Nov 17  TOPICS: Shakespeare, ctd., plus Media Literacy
READINGS: (last week’s material, continued, plus) Beach, ch. 8 and Brandvik & McKnight, ch. 8. Discussion Leader on Beach and Brandvik & McKnight. I’ll distribute handouts on teaching poetry, and we’ll begin discussing discipline scenarios, if there’s time.

M Nov 20*  LESSON #3: Shakespeare (20 mins)

M Nov 27  TOPICS: Teaching Poetry
READINGS: handouts; lessons of your choice on poets.org, poetryoutloud.org, &/or others. Discussion Leader on handouts + websites.

F Dec 1  TOPICS: Teaching Poetry, ctd; plus Speaking & Listening standards. We’ll discuss discipline scenarios, if we have time.
READINGS Beach, Ch. 9; Brandvik & McKnight, ch. 7

M Dec 4*  LAST CLASS!
LESSON #4: Poetry (20 mins)

~Self-evaluations due to D2L by midnight on Sun., December 10~