



Teaching and Learning in Secondary English Language Arts 3

Spring 2019
Instruction and Learning 2820
3 credits
Wednesdays, 4:30 – 7:10 pm
Posvar Hall 5131

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Course Description

This course is designed to build on basic knowledge of instructional methods for teaching middle and high school English by deepening preservice teachers' understanding of teaching methods for teaching grammar and language, drama and performance, Young Adult (YA) literature, test preparation, poetry and research. Additionally, the course aims to help you design instructional units. The course is a required teaching methods course in the English Education MOSAIC and Masters of Arts and Teaching (MAT) programs.

Learning Goals

After taking this course, you will be able to:

- Design and teach reading and writing tasks that are sequenced, scaffolded, and aligned with the Pennsylvania Core State Standards and Common Core State Standards.
- Develop a conceptual unit using the School of Education ELA Unit Overview template that provides scaffolding and sequencing for your students' academic reading and writing development.
- Apply research-based practices in teaching language variety and usage, drama and performance, poetry and research skills to your teaching and planning.
- Prepare your students for standardized tests.
- Increase students' interest in reading through YA Literature and literature circles.

NOTE: A chart that indicates which PDE-required teaching competencies are addressed by this course and other courses in the English Education MAT and MOSAIC programs can be found on our Courseweb site.

Course Format and Pedagogy

Our class will be guided by eight pedagogical (teaching) “tools” that are used across the English Education teacher education programs. These tools have been shown to be highly effective in secondary literacy instruction, so we urge you to begin using them in your own classroom: quickwrites, shared inquiry, charting, modeling, stepbacks, formative assessment, and connections to experiences in your teaching site.

Required Texts and Supplies

1. Christensen, L. (2000). *Reading, Writing, & Rising Up*. Rethinking Schools.
2. Dean, D. (2008). *Bringing grammar to life*. International Reading Association.
3. Lee, H. (1960). *To Kill a Mockingbird*. New York. Warner Books.
4. Levithan, D. (2003) *Boy Meets Boy*
5. Jones, S. G. (2008). *Ledfeather*. Fiction Collective 2.
6. Yang, E. (2006). *American born Chinese*.
7. Erskine, K. (2010). *Mockingbird*. New York: Puffin Books
8. Other assigned readings available through our Courseweb site (courseweb.pitt.edu) or directly from the Internet. Annotated print or digital versions of the assigned readings must be brought to class on the day they will be discussed or your participation grade will be lowered.
9. A professional text will be assigned during the semester.
10. A laptop, tablet or smartphone that you bring to every class.
11. An NCTE student membership (\$22.50) and free subscription to the weekly NCTE email *Inbox: News, Views, and Ideas you Can Use!* (subscribe at: http://www.ncte.org/library/files/About_NCTE/Overview/inbox/current.html).

Other Information

- Please see the **English Education Handbook for program policies including those regarding attendance and late work**.
- All cell phones should be turned off during class.
- You are encouraged to bring laptops or other devices to class, as we will frequently be looking for resources or creating projects and plans during class. However, they are to be kept closed in class unless in use. Please do not use laptops, phones, or other devices for personal or off-topic work during class. Stay engaged.
- All readings other than course texts are available on our Courseweb page. To log onto the website, go to <http://courseweb.pitt.edu/>. Type in your Pitt username (email ID) and password, then select the name of the course.
- All assignments must be completed in order to pass the course. Assignments are due at or before the beginning of class or as specified for electronic submissions. **Extensions must be requested at least 48 hours ahead.**
- All of the writing you do for this seminar should be wordprocessed in 12 point font (yielding approximately 250-300 words/page) with one inch margins. Proficiency with the conventions of Academic Written English must be demonstrated as part of the professional competence of all prospective teachers of English.
- At any point during the semester if you are not doing satisfactory work, I will let you know in writing immediately.
- You can expect that I will respond to your emails within 24 hours Monday through Friday and 48 hours over the weekend.
- You are expected to maintain your responsibility towards academic integrity as stated in the University of Pittsburgh academic policies and as stated on the English Education plagiarism guidelines. Any instances of plagiarism will be considered grounds for failing the class. See the academic integrity statement on our Courseweb site.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Helpful Resources

- PA Core Standards:
<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>
- Common Core State Standards for English Language Arts:
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
- National Council of Teachers of English Standards: <http://www.ncte.org/standards/ncte-ira>
- National Council of Teachers of English website: <http://www.ncte.org>
- International Reading Association– student membership strongly recommended!
<http://www.reading.org/>
- Journal of Adolescent and Adult Literacy – the best literacy journal for teachers:
<http://www.reading.org/General/Publications/Journals/JAAL.aspx>
- Western PA Writing Project – check out their summer institute for teachers:
www.wpawritingproject.org
- NCTE Inbox (please be sure you are receiving this)
- NCTE ReadWriteThink (lesson plans and ideas): <http://www.readwritethink.org>
- Yinzercation blog – another influential blog about local educational issues: <http://yinzercation.wordpress.com>
- The Principal’s Corner blog – a local blog about educational issues written by the founder of City Charter High School: <http://k12success.blogspot.com>

Competence Policy

It is expected that all students receive at least a minimum level of competence on each assignment, defined by a grade of B-, in order to pass the course. Assignments that receive a grade below a B- must be revised and resubmitted within two weeks.

Grading Scale

A+ = 99-100 points	B+ = 88-89 points	C+ = 78-79 points
A = 94-98 points	B = 84-87 points	C = 74-77 points
A- = 90-93 points	B- = 80-83 points	C- = 70-73 points
Fail = below 70 points		

Summary of Graded Course Activities and Assignments: (Total of 113 points available)

Most assignments are described in more detail in separate documents available on our Courseweb site.

Preparation, Participation, Disposition (15 points)

You must attend and participate in all required classes and activities (including any online discussions), to come to class on time with all required assignments and readings, and to be actively involved and on task in class discussions and activities. Any absences will decrease your final grade except religious holidays and documented emergencies. If you need to miss class due to religious observances, you must notify me in advance and arrange to make up the work you miss. I will be monitoring your reading, so please make sure to bring annotated articles/books each week.

Language Variation Mini-Course (8 points)

As part of the grammar and language instruction portion of this course, during the first four weeks of the semester, you will be engaging in an online mini-course on language variation in English Language Arts classrooms. The four modules in this mini-course are designed to introduce you to ideas about how adolescents and adults use language in various ways in their lives and communities, and what this means for you as an English teacher.

The modules are located on our Courseweb site. Each week, you will participate in the module by doing the required readings/viewings and then contributing to discussion boards twice a week: by Sunday at midnight and by Tuesday at midnight. There will be opportunities to discuss the modules in class.

Professional Text Wiki Literature Circle (5 points)

You will participate in an online literature circle of a selected professional text on critical literacy education. More details to follow in class.

Grammar Lesson Plan, Teaching and Reflection (Draft 5 points, Final 20 points)

For this assignment, you will design a grammar lesson of at least 15 minutes long that supports your students' reading or writing development. For instance, you could design a lesson that looks at the role of parallel construction in a unit on public speech and rhetoric, or a lesson about adjectival clauses in a unit on narrative and description. You will teach the lesson, **have it observed by your mentor or supervisor**, and reflect on it.

Conceptual Unit (Draft 5 points, Final 25 points)

For this assignment, you will design a unit plan. Your unit will be conceptually focused, will include multiple texts, and will include a sequence of writing lessons to support students' final assignment.

Philosophy of Teaching Writing (Draft 5 points, Final 25 points)

This assignment asks you to articulate your current personal philosophy of teaching reading and writing in three different textual representations for **three** different audiences:

- (1) your students,
- (2) their families and
- (3) your English department or principal (either current or potential employer).

You will also be asked to write a cover letter (1-1.5 pages) that explains:

- How your philosophy statement is connected to or draws from **at least three** readings from TL1, TL2, or TL3.
- The intended audience and purpose for each representation of your philosophy.
- How you chose the mode, organization, content, and language of each composition in order to reach your audience and purpose.

CLASS SCHEDULE TL3 Spring 2019

Date	Topic	Readings For Class (Readings marked with asterisk available on CourseWeb)	Work Due In Class
January 9 Class 1	Overview, Language & Grammar; Lesson Development		
January 16 Class 2	Language & Grammar Introduction of Unit Planning and Unit Plan Assignment	Dean, <i>Bringing Grammar to Life</i> , Ch. 1 * Smagorinsky "Teaching English by Design," Ch. 8 and 11.	Module 1: - discussion board posts by Sunday 1/13 at midnight. - discussion board posts by Tuesday 1/15 at midnight. -Bring <i>To Kill a Mockingbird</i>
January 23 Class 3	Language & Grammar	Dean, <i>Bringing Grammar to Life</i> , Ch 2. Christensen, <i>R,W, & R Up</i> , Ch. 1 & 4	Module 2: - discussion board posts by Sunday 1/20. - discussion board posts by Tuesday 1/22. -Bring <i>To Kill a Mockingbird</i> -Talk to mentor & supervisor about grammar lesson
January 30 Class 4	Language & Grammar	Dean, <i>Bringing Grammar to Life</i> , Ch 3.	Module 3: - discussion board posts by Sunday 1/27. - discussion board posts by Tuesday 1/29. -Bring <i>To Kill a Mockingbird</i> -Bring in samples of student writing
February 6 Class 5	Language & Grammar	Dean, <i>Bringing Grammar to Life</i> , Ch 4 & 5. <i>Ledfeather (pp. 1-108)</i>	Module 4: - discussion board posts by Sunday 2/3 at midnight. - discussion board posts by Tuesday 2/5.

			-Bring 3 copies of draft of grammar lesson
February 13 Class 6	Drama & Performance	*Wilhelm & Edminston, Ch 2 & 3 <i>Ledfeather (pp. 109-end)</i>	-Talk to mentor teacher about conceptual unit.
February 20 Class 7	Drama & Performance Banned/Controversial Books	*Parent/ teacher emails re: Obama text *Weltsek, "Using Process Drama" <i>Boy Meets Boy</i> (Chapters 1-15)	In class: make professional text literature circle book selection
February 27 Class 8	So how do I <i>do</i> Social Justice? Remixing the ELA Classroom Revisiting Unit Design	*Christensen, Ch. 2, 3, 6 &7 * <i>Boy Meets Boy</i> (Chapter 16- end) Professional Text, Section 1 Read at least two sample units on Smagorinsky's website and come to class with detailed notes: http://www.petersmagorinsky.net/Units/index.html	-1 st role in online professional text wiki by Sunday, 2/24 -Review Group Wiki
March 6 Class 9	YA Novels and Literature Circles Unit Drafting	Read & Bring <i>Mockingbird</i> [NOTE: This is different from <i>To Kill a Mockingbird</i> !!] Professional Text, Section 2 *Gibbons, "YA Literature in the English curriculum" *Thein, "Literature Circles"	-2nd role in online professional text wiki by Sunday, 3/3 -Review Group Wiki
March 13 NO CLASS: SPRING BREAK			
March 20 Class 10	Graphic Novels and Literature Circles Peer Feedback on Teaching Philosophies	Read & Bring <i>American Born Chinese</i> Professional Text, Section 3 *Scheible "Reading Images in ABC" *"Graphic Novel Terms"	-3 rd role in online professional text wiki by Sunday, 3/10 -Review Group Wiki -Draft of teaching philosophy cover letter and philosophy for at least 1 audience (3 copies)
March 27 Class 11	Professional Texts and Literature Circles	*Edmondson, "Wiki Literature Circles" Finish & Bring Professional Text	-4 th role in online professional text wiki by Sunday, 3/24 -Review Group Wik
April 3 Class 12	Creating rubrics Peer feedback on units		-Draft of unit (can be electronic but be prepared to share)

	Research writing – traditional & alternatives		-Final version of grammar lesson plan and reflection.
April 10 Class 13	Reading and Writing Poetry Sharing of teaching philosophies	*Christensen, Ch. 5	-Final teaching philosophy due
April 17 Class 14	Working Session Catch-Up Day		
April 24 Class 15	Unit Overview Presentations		-Final Unit Plan Due, plus handouts for everyone