COURSE TITLE: Teaching Methods in Secondary English
COURSE NUMBER: LAE 4335

COURSE DESCRIPTION (with prerequisites):
This course is designed for students who are majoring in secondary English education and is offered concurrently with the practicum in teaching secondary English. This course addresses the required instructional methods, techniques, strategies, resources, and assessment considerations for effective teaching of secondary English, including pedagogy of reading, writing, speaking, listening, viewing, and media literacy. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Corequisite: LAE 4941. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Pam Rentz
Office 216 Building Z
(850) 526-2761 x3287
rentzp@chipola.edu
Office hours are posted on door.

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:


GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.
The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**Grading Criteria:**

- **Tests** 10%
- **SSS Lesson on Reading** 8%
- **SSS Lesson on Writing** 8%
- **SSS Lesson on Speaking** 8%
- **SSS Lesson on Listening** 8%
- **SSS Lesson on Media Literacy** 8%
- **Tasks** 50%

*The task will be considered “demonstrated” when a minimum score of 70% is achieved AND the criteria established for the individual task is met. The task/artifact will be considered “partially demonstrated” when the score is below 70% OR the criteria established for the individual task is not met. A task judged as “partially demonstrated” or “unacceptable” must be resubmitted. The resubmission must be made within one week. There is a maximum of three submissions per task. The original grade will be the grade that is used in the student’s grade average. No grade will be given for the course until all tasks have been successfully demonstrated.*

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the
highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an
exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
LAE 4335 is a required course for English Education. Students enrolled in LAE 4335 will complete the following:

**Tasks:**

**CC3B (FEAP b.1):** Each student must show evidence of professional growth during this course. This evidence may be acquired by (1) attending an English seminar, such as the FCTE or NCTE Conference or (2) reading articles from a professional journal in English education or related area and recording ideas from one veteran teacher. Each student will submit a minimum of six presentation or article summaries (handouts and worksheets included) and a reflection. The reflection should include the student’s opinion regarding a lesson: (1) the feasibility of implementation (if appropriate) (2) its effectiveness (3) whether the student plans to use it in the future (4) any modifications the student would make.

**Task CC10A (FEAP a.1, a.2, a.3):** The creation of a collection of lesson resources to assist English teacher candidates to plan and enhance instruction.

**Task CC4.1_2.1 (FEAPA.1, a.2, a.3):** The teacher candidate develops a lesson or lessons on facilitating students’ use of critical and creative thinking skills. The lesson includes objectives and a set of questions classified according to Bloom’s Taxonomy of Cognitive Skills and must address appropriate Sunshine State Standards. The teacher candidate delivers the lesson and analyzes the results. The product consists of the lesson plan(s), the analysis, the assessment instrument, and two samples of student work (one in which the student performed as expected and one in which she/he did not).

**Task CC8B (FEAP a.3, b.1.e):** The teacher candidate completes a series of performance tasks that require specific content knowledge in the areas of reading, writing, speaking, listening, viewing, and media literacy. If the student has passed the subject area exam for his/her major, then this task has been completed. A copy of the score report will be placed in the student’s portfolio.

**Task 5.4.2** The teacher plans a lesson for a class containing diverse students. The teacher is observed to determine effectiveness of instruction with a diverse student population. This observation targets sensitivity, equitable treatment, and planning for students from different backgrounds, cultures, and skill levels.
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<tr>
<td>Learning Theories and Psychology in English Education</td>
<td>1.1, 1.2, 3.1.1, 3.2</td>
<td>PE: 7.1, 7.2, 7.4, 10.1-10.3</td>
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<td>Curricular Models</td>
<td>All Standards</td>
<td>ELA: 6.1-6.4, 10.1-10.3</td>
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<td>Implementing a course of study</td>
<td>2.4, 2.6, 3.1.2, 3.2, 4.1-4.10</td>
<td>ELA: 6.1-6.4, PE: 4.1, 4.2, 8.6, 10.1-10.3</td>
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<td>1.1-1.6, 3.1, 3.2, 3.9</td>
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<td>Planning for Instruction</td>
<td>2.4, 2.6, 3.1.2, 3.1.5, 3.2</td>
<td>ELA: 6.1-6.4, PE: 2.1-2.4, 4.1, 4.2, 8.1-8.6, 10.1-10.3</td>
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<td>Teaching Tools and Strategies</td>
<td>2.4, 2.6, 3.1.2, 3.1.5, 3.2</td>
<td>ELA: 3.1-3.5, PE: 8.1-8.6</td>
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<td>Strand 1</td>
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<td>Teaching Specific English Content in Reading</td>
<td>2.4, 3.1.2, 3.1.6, 3.1.7, 3.2.5, 3.3.1-3.3.3, 3.5.1-3.5.4, 4.8, 4.9</td>
<td>ELA: 1.2, 1.3, 1.4, 2.1-2.6, PE: 8.4, 8.5</td>
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<td>Strand 3</td>
<td>Task 4.1.2.1</td>
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<td>Teaching Specific English Content in Writing</td>
<td>2.4, 3.1.2, 3.1.7, 3.2.5, 3.3.1-3.3.3, 3.5.1-3.5.4, 4.8, 4.9</td>
<td>ELA: 4.1-4.9, PE: 8.4, 8.5</td>
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<td>Strand 2</td>
<td>Task 4.1.2.1</td>
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<td>Teaching Specific English Content in Literature</td>
<td>2.4, 3.1.2, 3.1.7, 3.2.5, 3.3.1-3.3.3, 3.5.1-3.5.4, 4.8, 4.9</td>
<td>ELA: 5.1, 5.2, 5.3, 5.4, 5.5</td>
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<td>Strand 5</td>
<td>Task 4.1.2.1</td>
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<tr>
<td>Topic</td>
<td>Specific English Content in Speaking/Listening</td>
<td>Specific English Content in Media Literacy</td>
<td>Meeting the Needs of all Students</td>
<td>Teaching the Teacher of English in the School Community</td>
<td>MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:</td>
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|                                           | 3.1.7, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.6.1-3.6.3, 4.6 | 2.4, 3.1.2, 3.1.7, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.6.1-3.6.3, 4.4 | 2.1, 2.2, 2.3, 2.5, 3.1.3, 3.1.4, 4.4 | 2.3, 4.3, 4.10 | **Teacher Centered:** Teacher will conduct lectures, discussions, large and small group projects and activities  
**Student Centered:** Students will conduct research, participate in discussions, collaborate on issues, articles, research, and reading, present information to the class, write papers, participate in clinical experiences, and teach lessons. |
|                                           |                                               | ELA: 5.3, 5.4, 5.5, 5.7, PE: 4.1-4.2, 8.5, 12.1-12.4 | ELA: 1.6, PE: 5.1, 5.2, 7.3, 7.5, 14.1-14.3 | PE: 3.1-3.2, 11.2, 15.4, 5.1, 5.3, 5.4, 5.5, 6.0 | Task 4.1_2.1 |
|                                           |                                               | Strand 6                                      | 2.8, 3.8, 4.4                     |                                                       | Task 5.4.2 |
|                                           |                                               |                                               | 2.7, 2.9, 3.7                      |                                                       |                                                  |

**ASSIGNMENT AND/OR COURSE OUTLINE**

**I. What Does It Mean to Teach English/Language Arts?**

1. **Evolving Literacy**
   - Needs of the 21st Century English student

2. **Learning Theories and Psychology in English Education**
   - Research in English Education
   - Learning Theories in English

**II. The English Curriculum**

3. **Curricular Models**
   - NCTE Curriculum Standards
   - State Models – Florida Sunshine State Standards/Next Generation Florida
   - Sunshine State Standards
   - The Core Curriculum
   - Traditional versus Integrated Sequences

4. **Implementing a Course of Study**
   - The Course of Study
   - Writing Goals and Objectives
   - Selection and Organization of Resources

**III. Teaching English**

5. **Planning for Instruction with the Sunshine State Standards**
Unit Planning
Lesson Planning
Lesson Imaging versus Lesson Planning
Reflecting on a Lesson

6. Responsibilities of the Professional Teacher
   Teaching Standards and Guiding Principles
   Selecting Activities and Projects
   Classroom Tools
   Classroom Discourse
   Learning Environment
   Reflective Practices

7. Teaching Specific English Content
   Teaching with the SSS Standards for Reading – Teaching Assignment
   Teaching with the SSS Standards for Literary Analysis – Teaching Assignment
   Teaching with the SSS Standards for the Writing Process-Teaching Assignment
   Teaching with the SSS Standards for Writing Applications – Teaching Assignment
   Teaching with the SSS Standards for Communications – Teaching Assignment
   Teaching with the SSS Standards for Information and Media Literacy – Teaching Assignment

IV. Meeting Individual Student and Teacher Needs
8. Meeting the Needs of all Students
   Defining and Achieving Equity
   General Suggestions for Meeting Diverse Student Needs

9. The Teacher of English/Language Arts in the School Community
   Working with Parents
   The Supervision and Evaluation of Teachers
   Functioning in a Department

See your Instructor First Day Handout for individual instructor assignment schedule.