



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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 the pedagogy of reading, writing, grammar, speaking, listening, viewing, and media literacy. This course addresses specific state-adopted standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. Corequisite: LAE 4941.

Florida Teacher Standard for ESOL Endorsement

Domain 3: 3.1, 3.2, 3.3; Domain 4: 4.2

3.1 Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

3.2 Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

3.3 Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

4.2 Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

NAME(S) OF INSTRUCTORS:

Dr. Pam Rentz

Office: O109A

Contact: 850.718.2416, rentzp@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Suggested:

Teaching English in Middle and Secondary Schools, Rhoda Maxwell, Mary Meiser, and Katherine S. McKnight, Fifth Edition, Allyn & Bacon, 2011

In Case You Teach English: An Interactive Casebook for Prospective and Practicing Teachers, Larry R. Johannessen and Thomas M. McCann, First Edition, Allyn & Bacon, 2001

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

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.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. 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.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

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 college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **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.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

E 1: Demonstrate understanding of instructional design and lesson planning by applying concepts for human development and learning theories.

E 2: Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

E 3: Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of secondary school English education.

E 4: Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E 5: Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E 6: Demonstrate professional responsibility and ethical conduct and fulfill expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR LAE 4335 The student will:	State-Adopted Standards/ NCTE Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			English 6 - 12	Prof Ed	
Introduction to and understanding of NCTE Content Standards and Next Generation Sunshine State Standards .		E-1		13.1,13.2	Test
Create long range and short range plans for instruction at a high school		E-1		9.1, 9.2, 9.3, 9.4	Test
Build a repertoire of effective teaching strategies, which address learning styles, cultural and linguistic needs, and developmental levels of the high school student.		E-1, E-5 1.6, 5.4	ESOL 3.1, 3.2, 3.3, 4.2	7.1, 7.2, 7.3, 7.4, 7.5, 14.2	Task CC10E - RU
Review English skills contained in the NGELA	All benchmarks	E-5, 5.4	All (1-10)		Task CC8E - RU
Plan and critique grade/age	Selected	E-1	Selected	5.1, 5.2, 10.1,	Teaching

appropriate English/Language Arts lessons in at least one of the content areas: reading, writing, language, and literature.	benchmarks dependent on student lesson topic		Competencies 1-10 based upon lesson selected	10.2, 10.3, 14.3	assignments and accompanying lesson plans - SD
Participate in professional growth opportunities.		5.4, 5.5		3.1	Task CC3E - RU
Teach with the effective use of questioning, engagement of students and adaptation to student learning needs and linguistic needs.	Selected benchmarks dependent on student lesson topic	(E – 2, E-3, E-6)2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.6, 3.7,3.9,	1.6, 2.1, 2.4, 4.7, 5.7 ESOL 3.1	1.3, 1.4,	Task 2.2.1
Include accommodations in lesson plans and during teaching that meet the needs of ELLs and students with varying learning styles.		(E – 2, 3, 6) 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.8	1.6 ESOL 4.2, 4.2.a, 4.2.b	2.4, 4.1, 4.2	Task 5.4.2
Demonstrate an effective instructional strategy for conducting a review of a unit for students from diverse backgrounds.		E-3	ESOL 3.2, 3.2.a	2.4, 4.1, 4.2	Teaching Assignments SD
Effectively use teaching materials and technology to teach content and support diverse learners at varying English proficiency levels.	Selected benchmarks dependent on student lesson topic	(E – 2, 3, 6)2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.6, 3.7,3.9, 3.10, 6	4.9 5.7 ESOL 3.3, 4.2, 4.2.c	12.1,12.2, 12.3,12.4	Teaching assignments - SD Task 2.2.1 - RU
Create and share a lesson plan that integrates civics content with reading instruction in grades 9 – 12.	ss.912.C.13 ss.912.C.2.6 ss.912.C.4.3 or ss.912.C.1.2 ss.912.C.2.1 3 ss.912.C. 3.3 ss.912.C.3.4 ss.912.C.3.1 1 or ss.912.C.2.7 ss.912.C.4.1				Lesson Plans

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

TASKS:

LAE 4335 is a required course for English Education. Students enrolled in LAE 4335 will complete the following:

Tasks:

1. **CC3E (FEAP 5.4, 5.5):** 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.
2. **Task 2.2.1 (2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.6, 3.7, 3.9, 3.10, 5.1)** - The teacher candidate has three 15-30-minute lessons videotaped or observed by an instructor, evaluates his/her performance, and obtains an external evaluation from a peer or the mentor on each lesson. The product is the set of three self-assessments (one of which must be typed), three peer/mentor assessments and the teacher candidate's summary of what he/she has learned.
3. **Task 5.4.2 (2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.8)** - 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, levels of English proficiency, cultures, and skill levels. The candidate must apply knowledge of current practices in ESOL by selecting, adapting and using a wide range of strategies, materials, resources, and technologies to improve teaching and learning for ELLs. The product is the rationale for class selecting the lessons, the lesson plans, and the completed observation instruments.
4. **Task CC10E (FEAP 1.6, 5.4):** The file of ten lesson plans appropriate for secondary classrooms that come from journals, websites, publishers, etc. that supplement textbook based instruction. The candidate selects and adapts a wide range of standards-based materials, resources, and technologies to enhance instruction for students from diverse backgrounds. The file must contain culturally

responsive/sensitive, age-appropriate, and linguistically accessible materials and technological resources to enhance the development of English and literacy.

5. **Task CC8E (FEAP 3.2, 3.3, 3.5):** The teacher candidate completes a series of performance tasks that require specific content knowledge in the areas of reading, writing, speaking, grammar, listening, viewing, and media literacy. *If the student has passed the subject area exam for his/her major, then this task has been completed. For this exemption, a copy of the passing score must be recorded in the data base by end of the first week of classes.*

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