

ENGL 4358
Methods of Teaching English and Composition
Fall 2009
9:25-10:40 TTh, Irby 304

Bane

Office: Irby 317B
Email: cbane@uca.edu
Phone: 450-5124

Hours: Daily 8:00-9:00; MWF 9:00-10:00
TTh 11:00-12:00 or by
appointment

Website: www.uca.edu/english/facultystaff/cbane.php

We English teachers, it seems, have apprenticed ourselves to a discipline we can never hope to master—which means that we must learn to enjoy reducing our clumsiness and ignorance without ever hoping to be perfectly graceful and wise. We must learn to enjoy the state of becoming, for we will never fully and perfectly *be* English teachers.

– Robert Scholes,
“What is Becoming an English Teacher?”

Course Description and Course Objectives or “What is this class and what will I learn?”

This course includes a study of methods, materials, and pedagogical theory used to teach literature, grammar, and composition at the secondary school level. Requirements include evaluated teaching presentations to an audience of peers. Emphasis is on integration of reading, writing, speaking, listening, and researching the strands of the English Language Arts Frameworks. **Students in this course must be enrolled in Internship I.**

After completing this course, candidates will be able to

- demonstrate the competency and fluency in written and spoken language expected from a teacher of English Language Arts;
- discuss personality types and learning preferences and how these elements affect teacher/ student dynamics;
- understand various theories concerning cognitive development and apply this knowledge to the formulation of short term and long range instructional goals and objectives;
- plan a comprehensive and detailed unit of study integrating reading, writing, listening, speaking, viewing, and researching;
- effectively plan lessons and deliver instruction and devise evaluation/assessment instruments and procedures for those lessons;
- identify successful teaching strategies and teacher behaviors based on the Pathwise model;
- reflect on teaching performance and on the problems and issues raised through class discussion, assigned reading, and field observations;
- identify professional organizations and publications concerned with the teaching of English;
- use technology in professional endeavors such as planning and delivering instruction, researching teaching material, and communicating with multiple audiences;
- understand the need for and develop a critical pedagogy and philosophy of teaching.

Course Texts or “What do I have to buy?”

This is a college class, so unfortunately you have to buy something. Fortunately for you, I myself know the woes of being a lowly (and broke) college student, so your texts are *relatively* inexpensive. The national average cost for a college textbook is \$102.44. The texts for this class can be purchased for just under \$50.00—plus shipping and handling in some cases—if you’re a smart shopper. They are available in the campus bookstore, the local textbook supply stores, all major bookshops (i.e. Barnes and Noble), and online (amazon.com, studentmarket.com, etc.). Shop smart...shop S-Mart.

The primary texts for this class are:

Burke, Jim, *The English Teacher's Companion*, 3rd Edition (Heinemann)
Brandvik, Mary Lou. *English Teacher's Survival Guide: Ready-to-Use Techniques & Materials* (Jossey-Bass)
Bierce, Ambrose. *Civil War Stories* (Dover)
Crane, Stephen. *The Red Badge of Courage* (Dover)
Douglass, Frederick. *Narrative of the Life of Frederick Douglass* (Dover)
Jacobs, Harriet. *Incidents in the Life of a Slave Girl* (Dover)
Negri, Paul, ed. *Civil War Poetry* (Dover)
Poe, Edgar Allan. *The Gold-Bug and Other Tales* (Dover)
Shakespeare, William. *Romeo and Juliet* (Dover)
Smith, Philip, ed. *100 Best-Loved Poems* (Dover)

Additional readings will be made available through BlackBoard on URSA.

Course Requirements or "What do I have to do?"

Daily reading responses, a personal narrative, a written teaching philosophy, two teaching presentations and reflections, a unit plan, and a presentation at the ACC are required.

Summary Responses: Throughout the semester, you will write a two-page response to an article posted on BlackBoard. These articles are taken from various sources (journals, books, etc.) but they all deal with an issue in secondary education. For these summary responses, you will summarize the author's thesis and respond (agree/disagree, why?). Reading and responding to these articles will help to engage you with your chosen profession and will hopefully stimulate class discussion. These will be assigned to correspond with relevant chapters in the textbook.

Personal Narrative: Admission to Level II of the Teacher Education Program and Internship II requires a personal narrative from each candidate. This requirement will serve as a formative assessment of candidates' writing skills. **Due September 8.**

Teaching Philosophy: Throughout your time here as a student in the licensure program, you have been developing, either consciously or subconsciously, a teaching philosophy. During the course of this semester, you will refine and write that philosophy. This is a one page, single-spaced (no more, no less!) statement of your personal beliefs about teaching and learning. It requires a great deal of soul searching, wrestling with the essences of what is important to you. This personal philosophy statement will be important to you as you create your educational portfolio, present yourself in job interviews, select a setting that fits you, and actually begin teaching. **Due September 22.**

Arkansas Curriculum Conference: All class members are required to attend and help present a group panel at the ACC on Thursday, November 5. The instructor will contact other professors as needed to verify absences from other classes. The conference includes the luncheon meeting of the Arkansas Council of Teachers of English and Language Arts (ACTELA) with a noted author as guest speaker. Attendance at the conference is a professional development activity providing attendees with choices of sessions pertaining to the teaching of English and Language Arts. **November 13.**

Unit Plan: Each student will develop a 7 to 10 day unit of study including lesson plans, handouts, assignments, activities, and assessments. The plan should incorporate alternative evaluation strategies such as portfolio construction, journal keeping, or other creative projects. The unit should use a whole language approach, integrating listening, speaking, reading, writing, viewing, and researching. The unit should address a student population with diverse backgrounds, learning styles, and abilities. An outline for the unit will be provided as we construct a model unit together in the class.

The unit plan constitutes the Final exam for this course. Due December 10.

Teaching Presentations and Reflections: These presentations will be given in conjunction with Internship I. Students will give two teaching presentations, one on language and one on literature. One of the two presentations must incorporate a lesson or assignment on composition. Both presentations will be conducted in your Conway High East class (Don't worry. We'll have dress rehearsal in class). Students will be responsible for a formal lesson plan which must be copied and distributed to all members of the class and for all materials and handouts necessary for the lesson. In addition, after each presentation, the presenter will complete a reflection. A form for this purpose will be provided. The goal of this assignment is to assess performance and make substantive suggestions for improving the lesson. The evaluation of the reflections will be based on the ability of the presenter to identify strengths and weaknesses of his/her teaching.

Grade Distribution or “So, what’s all this worth?”

Summary Responses (10 points each)	100	ACC (Nov. 13)	100
Personal Narrative (Sept. 8)	100	Unit Plan (Dec. 10)	100
Teaching Philosophy (Sept. 22)	100	Teaching Presentations/Reflections	200

Total: 700

Dire warnings, final thoughts, etc. or “How do I stay on your good side?”

You are in college. Act like you belong here. Be considerate of your classmates and the instructor. Do nothing that distracts the instructor or disrupts a colleague’s concentration. Visit the restroom before coming to class. Turn off all beepers, watch alarms, and above all **cell phones** before entering the classroom. Conduct private conversations, read the newspaper, do homework, eat snacks, and catch up on sleep outside the classroom.

Come to class. According to the UCA Handbook, “students are expected to attend all class meetings,” therefore regular attendance is essential. *Attendance* in this class is defined as being present, engaged, and alert the entire **75 minutes of class**. Being tardy will be penalized as an absence. Leaving early will be penalized as an absence. Disruptive behavior—that is, any behavior which impedes another student’s learning process—will be penalized as an absence; seriously disruptive behavior may result in expulsion from the course. Students with five absences will be asked to drop the class or will be dropped with a WF. The four allowed absences include “excused” absences, so there is no need to contact me to explain why you were/will be absent (although you are welcome to do so). **When absent, it is your responsibility to find out what you missed from either a classmate—preferably—or me.**

Work don’t whine. The assignments outlined above are sufficient to assess your performance in the class. Do not ask for extra credit. Sustained and intense engagement with the course materials and ideas is the single-most important prerequisite to a good grade. Decide from the outset of the term either to take the course seriously or to drop it. Take notes, mark significant passages in your textbooks for easy reference, and make certain that you understand clearly the major ideas of the course. Take an active role in your education, not a passive one.

READ! The single most effective strategy to success in an English course, or any college class for that matter, is to read the assigned material. The student handbook “suggests a minimum of two hours preparation on the part of the student” for each credit hour taken. That means a class worth three hours of credit requires six hours of preparation per week. Since the average reader can read 150-200 words per minute, you should expect to read approximately 60-80 pages per class.

University Policies or The Fine Print

The university’s two academic bulletins – the University of Central Arkansas *Undergraduate Bulletin* and *Graduate Bulletin* – are the official publications for all academic programs and policies. Students are urged to study these bulletins. In addition, students should familiarize themselves with the various policies in the *Student Handbook*, some of which are outlined below. The *Handbook* may be accessed online at http://www.uca.edu/student/dean/student_handbook.php.

Academic Misconduct/Plagiarism. Any student deemed guilty of an act of academic misconduct may fail the course, be placed on probation or suspended from the university for a specific period of time, or be expelled from the university (*Student Handbook* 32-34).

Sexual Harassment. Sexual harassment by any faculty member, staff member, or student is a violation of both law and university policy and will not be tolerated at the University of Central Arkansas. Sexual harassment of employees is prohibited under Section 703 of Title VII of the Civil Rights Act of 1964 and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972 (*Student Handbook* 95-99).

Americans with Disabilities Act. The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3135.

Semester Breakdown:

Following is a tentative outline of the course. We will adjust as necessary to cover as much of the material as possible. For readings, *ETC* refers to *The English Teacher's Companions* and *BB* refers to BlackBoard.

Knowing Ourselves: Personalities & Teaching Philosophies

- Aug 25 – “Dear New Teacher” (*ETC*, Ch. 22)
27 – “Foundations” (*ETC*, Ch. 1-3)

Knowing Our Students: Gender, Race, Class, Culture

- Sept 1 – “What Gender is English” (*ETC*, Ch. 17)
Reading Response to Unks, “Thinking about the Gay Teen” (*BB*) due
3 – “Thoughts about Culture, Race, & Language” (*ETC*, Ch. 18)
Reading Response to Postman, “The Law of Diversity” (*BB*) due
8 – “Success for All” & “Teaching AP and Honors” (*ETC*, Ch. 16 & 20)
Reading Response to Leistyna, “No Corporation Left Behind” (*BB*) due
10 – “Ethics and the Study of English” & “English Teachers and the Law” (*ETC*, Ch. 19 & 21)
Reading Response to Giroux, “Education Inc.?” (*BB*) due

Knowing Our Job: Practical Considerations

- 15 – “Teaching Reading” (*ETC* Ch. 4, pgs. 32-49)
Reading Response to Ravitch, “Literature Forgetting the Tradition” (*BB*) due
17 – “Teaching Fiction” (*ETC* Ch. 4, pgs. 49-74); Poe, “The Black Cat” and “The Cask of Amontillado” (pgs. 108-121)
22 – “Teaching Drama” (*ETC* Ch. 4, pgs. 74-79); Shakespeare, *Romeo and Juliet*
24 – “Teaching Poetry” (*ETC* Ch. 4, pgs. 79-90);
29 – “Teaching Reading” (*ETC* Ch. 4, pgs. 90-112)
Oct 1 – “The Place and Purpose of Vocabulary Instruction” (*ETC*, Ch. 5)
6 – “Putting Grammar in its Place” (*ETC*, Ch. 6)
8 – “Teaching Writing” (*ETC*, Ch. 7)
13 – “Teaching Speaking and Listening” (*ETC*, Ch. 8)
15 – Fall Break
20 – “Teaching Thinking” (*ETC*, Ch. 9)
22 – “Composing a Curriculum” (*ETC*, Ch. 10)
27 – Group Unit
29 – Group Unit
Nov 3 – Prep for ACC
5 – ACC
10 – “Digital Literacy” (*ETC*, Ch. 12)
Reading Response to Apple, “Is the New Technology Part of the Solution or Part of the Problem?” (*BB*) due
12 – “Reading the Visual” (*ETC*, Ch. 13)
17 – “Integrating Projects and Service Learning” (*ETC*, Ch. 14-15)
Reading Response to Peterson, “Teaching How to Read the World and Change It” (*BB*) due
19 – “Measuring Student Progress” (*ETC*, Ch. 11)
Reading Response to Janesick, “Reflections on the Violence of High-Stakes Testing” (*BB*) due

Knowing Our Challenges

- 24 – “Creating a Thoughtful Community: The Classroom” (*ETC*, Ch. 25)
Reading Response to Freire, “From *Pedagogy of the Oppressed*” (*BB*) due
26 – Thanksgiving
Dec 1 – “Politics and the Profession” (*ETC*, Ch. 26-27)
Reading Response to Molnar, “What the Market Can’t Provide” (*BB*) due
3 – “Getting a Job” and “Having a Life” (*ETC*, Ch. 23-24)