Spring 2008
ENGE 457: Curriculum Methodology
(Adolescence Certification in English)
Tuesday 4-6:40  Golisano 375

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Required Literary Texts

Hawthorne, Nathaniel.  *The Scarlet Letter*
Anderson, Laurie Halse.  *Speak*
Gaines, Ernest.  *A Lesson before Dying*
Lawn, Beverly, ed.  *Forty Short Stories*

Required Textbook and Readings

ISBN 0-8141-0389-8

Secondary readings on E-Reserve (*)

Course Description

This course has both practical and theoretical purposes: it will build on your general pedagogical training by situating it in the field of secondary English, and it will also ask you to become a more reflective, skeptical practitioner. We will study the history of English Language Arts (ELA) instruction in this country; philosophies of education; best practices in the field; recent developments in cultural and educational theory as it pertains to ELA instruction; national, regional and local policies; and regional practices. We will practice instructional techniques including, but not limited to: producing effective, differentiated lesson and unit plans; delivering material to students; facilitating large group discussion and fostering productive small group, pair and individual activities; infusing technology and multimodal projects into instruction; assessing student work; managing the classroom; and responding to the challenges of high-stakes testing, urban education, and insufficient resources.

You will be asked to learn specific techniques and produce evidence of your learning (in the form of reading journal entries, research projects, lesson and unit plans, oral presentations of both scholarship and pedagogy, and a final portfolio), but you will also be asked to critique the very techniques you practice. We ask that you think broadly and deeply about everything from your choice to become a secondary English teacher, to the ways in which ELA instruction is conducted by others, and will be conducted by you. ELA is hardly a neutral field in which you can simply master a menu of techniques and procedures, and hope that you will execute them with prowess in your student teaching practicum and future positions. Rather, we wish to inculcate in you the desire to ask not only “how do I do this?” but “why do I do this?,” “why not do that?” and “why does this matter?” Prepare to evaluate your
current beliefs, expectations and approaches continuously in this class. Prepare to change your mind, to find evidence for your claims, to challenge your classmates and your instructors, and to think rigorously and continuously about the nature and promise of secondary English Language Arts instruction throughout this semester.

Course Objectives

Students will:

1. Conceive, distill, articulate, and critically examine their philosophy of education and, secondarily, their philosophies of teaching & learning.

2. Study the history of English Language Arts (ELA) policies and practices in the United States, with some selective study of practices in other Anglophone nations.

3. Practice, and critique, an array of ELA pedagogical strategies and techniques.

4. Address specific learning objectives by creating, rationalizing, and evaluating discrete lesson plans.

5. Create, rationalize, synthesize, and evaluate a practical unit plan based on given texts and materials.

6. Adapt lesson and unit plans to varied learners and multiple intelligences.

7. Observe and critique current local practice (through informally evaluated field observations).


9. Engage in active learning through thoughtful discussion, cooperative activities, research and exposition.

Attendance and Participation Policies

The meaningfulness of this course is directly contingent upon our development of a productive, and comfortable, arena for discourse. This means that our conversations will be stimulating and provocative if we are always prepared to contribute meaningfully to the conversation (caught up on the reading, aware of our major points/questions, and ready to facilitate discussion on our assigned leadership days). Quite simply, the more you put yourself into our discussion, the richer our course will be.

Your final grade includes a substantial participation component (see Grading Policy below). This implies an expectation that you will be consistently present, and fully prepared to participate in our ongoing discussion. Remember that we meet only once a week, so an absence from class is the equivalent of missing three classes in a row in a MWF class. An unavoidable absence (illness, death in the family, official business) will be excused, provided you notify us beforehand or as soon as possible afterward. Excused absences are limited to one per semester, barring exceptional circumstances (which must be discussed with us; please make a special appointment). Arrive on time; depart at the end of class.
Assignments

Detailed assignment descriptions will be distributed and discussed in class.

1) Occasional characterization/facilitation of discussions on readings
2) Philosophy of Education statement (with revisions)
3) Dialogic Journal
4) Sample Lesson Plan
5) Unit Plan
6) Multimodal Group Demonstration and Rationale
7) Field/Library Research Project and oral presentation of findings
8) Microteaching of sample Unit Plan lesson (videotaped)
9) Final Portfolio

Unit Plan:

Choose one of the assigned primary texts (The Scarlet Letter, A Lesson before Dying, 40 Short Stories, or Speak) to present to your students (choose a specific grade level). Then design a document of several parts:

1. a UNIT PLAN that stretches over 2 or 3 weeks (including Rationale / NYS Standard(s), Goals & Objectives, Materials, Procedures/Learning Activities [initiatory, developmental, concluding] and Assessment, both formative and summative)
2. a SEQUENCE OF LESSON PLANS for 3-4 sequential days within that unit to illustrate how you would “flesh out” your Unit Plan
3. a brief PERFORMANCE ASSESSMENT linked to your objectives
4. a brief description of MODIFICATIONS you might make for students with special needs, e.g. visually or hearing impaired, learning disabled, ADHD, dyslexic students.

Dialogic Journal:

By week two, we will assign partners for a dialogic journal. You and this partner will take turns responding informally but critically to the weekly readings and to each other every Tuesday, starting in week two. For example, Partner A might write a journal entry in response to Flood and Lapp’s “The History of the Profession” (or to a course-related issue of her/his choosing) by class time on Tuesday of week two, whereupon s/he will exchange the entry with Partner B, who will then 1) respond to, extend upon, and/or start up a new thread. By extending, I mean that respondent must a) venture her/his own critical response to the original entry, and then b) assess the issue's larger implications. The format—handwritten, work-processed, IM, or e-mail—is up to the partners, but be sure to keep hard copies in any event. In this way, each pair of journal partners should end up with at least ten entries each by term's end. Entries should be at least 300 words in length, addressing critically and substantively an issue relevant to the readings, the class discussion, or the course content. Keep careful records of your exchanges. Sometime during the term, we will “eavesdrop” on your conversation. Toward the end of term, we will meet with the pairs to assess your experience, based on the apparent level of critical engagement and conscientiousness overall. If you get stuck, feel free to use the journal prompts, below.

The purposes of the dialogic journal are several: You should consider it a pretext to help each other record and think through both your visceral and, later, your more critical responses to the readings, the essays, the research, and/or any other course related issues. You should also use it as a way to invent and develop your ideas for the course assignments. In any event, you and your partner need always to push each other to think more about larger implications of course issues. If at any point the journal feels to you like a mere chore, let us know so that we can try to revive it. Our goal is an authentic conversation on paper.

Of course, the success of the journal depends upon the conscientiousness of its writers. If, however, that partner fails to maintain the journal or its quality, and if you don’t feel you can solve the
problem yourself, you need to tell us as soon as possible, and to make sure you keep up your own part in the meanwhile.

**Philosophy of Education Statement:**
Each student will draft, revise, critique, and eventually distill a terse (2-page) statement of her/his educational philosophy (as distinct from but prior to) her/his teaching philosophy.

**Multimodal Group Presentation:**
In small groups, students will assess the potential uses of technology in service of ELA learning objectives, and produce one lesson that integrates technology into a multimodal teaching presentation. All group members must partake equally in planning and executing the presentation. We will evaluate each group’s plan and presentation by rubric.

**Field/Library Research Project:**
In the course of your field observations, keep careful notes about theoretical and practical issues that arise. Once you have seized upon an issue of special interest, intensify your observations with that issue in mind, keeping careful notes and collecting relevant materials. Next, narrow your focus to a searchable size, and begin researching your issue in professional sources. By Tuesday, February 19, synthesize your research into a 7-10 page polished formal essay with all sources, including field research, carefully documented in MLA style.

**Sample Lesson Plan:**
By Tuesday, February 26, select one discrete lesson from your Unit Plan-in-progress; revise and refine the plan using the standard template, and submit it for our assessment.

**Microteaching:**
During weeks 12 and 13, each student will teach the class a sample lesson from the unit plan while being videotaped. Each of you must bring in a blank VHS cassette on your designated night; the lesson _may_, but need not, be the same one you submitted on 2/26; in any event, you will submit your plan to us prior to your microteaching session.

**Individual Presentation on Research:**
By Tuesday, February 19, prepare a 10-15 minute formal presentation of your essay’s thesis, key evidence, and the implications of your argument. The presentation should combine your roles as scholar and teacher as you present your highly distilled argument and a sampling of your best evidence. Given the brevity of the presentation, you may want to minimize technological support.

**Characterizations / facilitations of discussions on readings**

**Final Portfolio**
To our last meeting on Tuesday, April 22, bring a portfolio of your semester’s work, including:
1) Philosophy of Education Statement
2) Observation log
3) Dialogic Journal
4) Unit Plan
5) Researched Essay
6) Final Reflection
**Pedagogical strategies and Techniques**

By term’s end, you will have practiced and critically assessed, among others:

- Fishbowl
- Shield
- T-P(W)-S
- Small Group Protocol
- Jigsaw
- Share-out
- Dialogic Notebook
- Workshops (writing, poetry, fiction)
- Parking Lot
- H.O.T. questions
- Questioning Techniques
- Guided peer critique
- Portfolios
- Openers and closers
- Continuum
- I-Search projects
- Project-based learning
- Formative and Summative Assessment techniques
- Six-Trait Writing
- Role-Based Learning
- Theatre games
- Graphic Organizers (selection, modification and creation)

**Grading Policy**

Your final grade will be determined in the following way:

- Class participation/facilitation of discussion: 10%
- Philosophy of Education Statement: 10%
- Dialogic Journal: 15%
- Multimodal Group Demonstration and Rationale: 10%
- Field/Library Research Project: 15%
- Sample Lesson Plan: 10%
- Oral Presentations: 10%
- Microteach: 10%
- Portfolio: 10%

**Academic Honesty Policy**

Nazareth College has a strict policy regarding academic honesty. Plagiarism is a serious crime, and can lead to catastrophic consequences. Plagiarism is the presentation of someone else's work as your own, **whether you intended to do so or not**. It consists of the copying or paraphrasing of another writer's work without acknowledging the writer. Copying just a sentence without acknowledging the source is as problematic as submitting an entire paper by someone else in your own name, so follow the rules of academic honesty.
Plagiarism is avoided by acknowledging the source of any words, phrases, ideas, concepts, etc. which were written by another and included in your own work (using MLA style). It also includes setting off text with quotation marks or indentation when exact words are quoted. Please see one of us if you have any questions about material you wish to incorporate into your work.

**Disability Statement**

If you have a documented disability, you may be eligible for additional services in this course. Please make an appointment to see one of us early in the semester.

**Reading & Assignment Schedule**

1. **T 1/15** Introduction; History of ELA, Philosophy Statement, Value Assessment
   Readings: distributed in class

2. **T 1/22** History and Components of ELA, Value Assessment, cont.
   Assignment due: **Draft of Philosophy of Education Statement**: peer conference

3. **T 1/29** Teaching Literature and Reading
   Assignment due: **Philosophy of Education Statement**
   Textbook reading: Alsup/Bush, Chapter 1

4. **T 2/5** Teaching Literature and Reading, cont.
   Readings: Prose, “I Know why the Caged Bird Cannot Read*;” Daniels, et. al., fr. Rethinking High School*

5. **T 2/12** Teaching Literature and Reading, cont.
   Readings: Moore and Hinchman, fr. Starting Out*; Schallert and Bayles, “A Psychological Analysis of what Teachers and Students do in the Language Arts Classroom*.”

6. **T 2/19** Teaching Writing
   Assignments due: **Researched thesis; oral presentation on research**
   Textbook Reading: Alsup/Bush, Chapter 2
   Additional Readings: Tsujimoto, fr. Lighting Fires*

7. **T 2/26** Teaching Writing, cont.; Dialogic Journal conferences
   Assignment due: **Sign up for conferences in DJ pairs; sample Lesson Plan**
   Additional Readings: Glatthorn and Shouse, “Secondary English Classroom Environments*”

8. **T 3/4** Teaching Writing, cont.
   Assignment due: **Revised Philosophy of Education Statement**
   Additional Readings: Preece and Griffin, “Radical and Feminist Pedagogies*”

9. **T 3/11** Teaching Language and Grammar; Group Multimodal Presentations; peer critique of draft unit plans
Assignment due: Group **Multimodal Lesson Presentation; draft of Unit Plan**

Textbook Reading: Alsup/Bush, Chapter 3


***Spring Break: March 17-24***

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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>10 T 3/25</td>
<td>Writing assessment practicum</td>
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| 11 T 4/1 | Teaching Second Language Learners/Multicultural Pedagogy; local teachers panel  
Assignment due: **Unit Plan**  
Textbook Reading: Alsup/Bush, Chapter 4  
Additional Reading: Cook and Amatucci, “A High School English Teacher’s Developing Multicultural Pedagogy*” |
Assignment: **Microteach (6)**  
Readings: Ladson-Billings, “Yes, but how do we do it?: Practicing Culturally Relevant Pedagogy*;” Bolgatz, “How Come they get Mad about the Cleveland Indians*” |
| 13 T 4/15 | Management, Technology and Testing  
Assignment: **Microteach (5)**  
Textbook Reading: Alsup/Bush, Chapter 5  
| 14 T 4/22 | Last Class  
Assignment Due: **Portfolios w/Reflection** |

**Dialogic Journal Pairings SP08:**

- Chris DeLuca & Kirsten Toscano
- Christy Ebert & Sarah Penny
- Kalyn Lummis & Emily Thome
- Cassie Morrison & Lauren Stockmaster
- Melissa Nolan & Sarah Provenzano