

So You Want to be a Language Arts Teacher?

EDTL 2710

Introduction to Teaching ILA

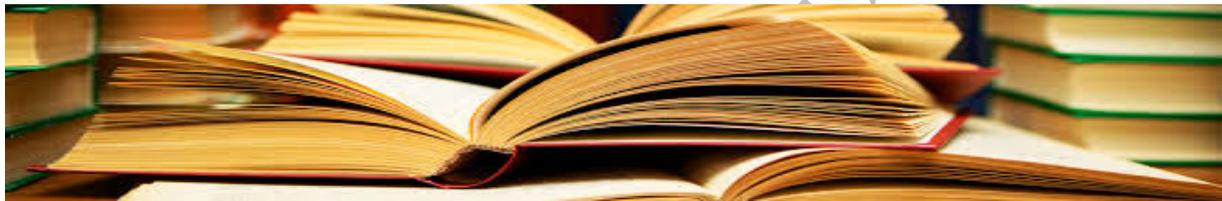
School of Teaching & Learning
Bowling Green State University
EDTL 2710.1003—Wednesdays 7-8:40
108 Hayes Hall
Spring 2015



Co-Instructors:

Dr. Joanna Weaver
Assistant Professor
Office: 559 Education Building
Phone: 419-372-7290
Email: weavej@bgsu.edu
Office Hours: Mondays 1-4 p.m. or by appointment

Dr. Tim Murnen
Associate Professor
Office: 523 Education Building
Phone: 419-372-7983
Email: tmurnen@bgsu.edu
Office Hours: M&W 8:30-9:30am or by appointment



Required Texts:

Burke, J. (2003). *The English Teacher's Companion*. 4th Edition. Heinemann. ISBN: 0325028400
Boo, K. (2012). *Behind the Beautiful Forevers*. New York: Random House. ISBN: 978-0-8129-7932-9

Other Readings, in .pdf format:

Foster, M. (2003). *How to Read Literature Like a Professor*. Harper. ISBN: 978-0-06-000942-7.
Baines, L. (2010). *Going Bohemian*. 2nd Edition. IRA. 978-0-87207-830-7.
Common Core Standards. <http://www.corestandards.org> (.pdf)
Holbrook, Sara and Michael Salinger. (2006) *Outspoken*. Heinemann. ISBN: 0-325-00965-1 or 978-0-325-00965-0 (Chapter 3.pdf)
Culham, Ruth. (2003). *6+1 Traits of Writing: The Complete Guide for Grades 3 and Up*. NY: Scholastic. (Chapter 3 .pdf)
Various Classic Novels of our choosing

Course Description & Conceptual Framework:

This course is designed to prepare teachers capable of teaching the Integrated Language Arts in grades 7-12. The focus of this course is on 1) becoming stronger, more strategic readers of literature, 2) becoming stronger writers, and 3) understanding the complex job of the high school and middle school Language Arts Teacher. Students will engage core content and concepts for teaching ILA, explore inquiry-based approaches, discern their readiness to teach through classroom engagement and study, and develop their philosophy of teaching language arts. They will also develop curriculum material of various sorts, including shorter mini-lessons on up to a 3-5 day learning segment or mini-unit.

In addition, this course engages the vision statement of the College of Education at BGSU:

“The College of Education and Human Development endorses the Ohio Department of Education’s vision of producing a ‘Caring, Competent and Qualified Teacher in Every Classroom.’ BGSU aspires to prepare reflective practitioners who are able to translate research and theory into practice as well as to demonstrate and promote the BGSU core values: respect for one another, cooperation, creative imaginings, intellectual and spiritual growth, and pride in a job well done.”

Course Objectives:

The student will be able to:

Evidence that the objective has been met:

1. Demonstrate how language arts instruction is grounded in the integration of reading, writing, speaking, listening, viewing, and visual representation in meaningful ways.	Unit Mapping, Active Learning Lesson, 7 Ways project
2. Examine, evaluate, and select resources, such as textbooks and other print materials, video, film, recordings, websites, and software that support the teaching of English Language Arts.	Active Learning Lesson, Website Analysis
3. Demonstrate an understanding of the major concepts in the Integrated Language Arts curriculum included in the Common Core Standards.	7 Ways project, Standards assessment assignments, Grammar assignments, writing assignments, Active Learning Lesson
4. Attend classroom settings to assist classroom teachers and BGSU student teachers, as well as observe and interview teachers to understand their job.	Daily Prompt Responses, Teacher Profile Project (TPP)
6. Develop presentations that demonstrate their understanding of the complexities of teaching the language arts, as well as the specific responsibilities of the language arts teacher.	Teacher Profile Project, Fry Readability
7. Develop a conceptual framework for teaching and learning in the Integrated Language Arts.	Teacher Profile Project
8. Develop an orientation to technology and its application in the Integrated Language Arts.	Active Learning Lesson Website Analysis
9. Develop a positive disposition toward the implementation of stimulating curricula, effective teaching, commitment to learning with understanding, and the use of a variety of teaching tools.	Teacher Profile Project, Mini Unit Final Project

NCATE STATEMENT

Educational personnel must be well prepared with regard to content knowledge and practical skills as well as understanding of learners and the influences on them. Educators must understand the factors that impact educational success, be sensitive to cultural, linguistic and socio-economic factors as expressed in the diverse individuals they encounter, work to construct inclusive environments in which all can succeed, skillfully utilize the educational and technological tools available to them, collaboratively engage with colleagues and the community, and systematically reflect and act on the effectiveness of their practice. They must exhibit appropriate professional dispositions, concern themselves with the ethics of their actions, be accountable for their performance and be committed to ongoing improvement of their own personal capabilities. The BGSU goal is to empower our educator candidates to act in various capacities to positively impact the future of learners, clients and colleagues. Toward that end, we hold the following statements as guiding core concepts:

P = An effective educator is broadly and thoroughly **prepared**.

R = An effective educator is a **reflective** practitioner.

E = An effective educator is actively **engaged** within the larger educational community.

P = An effective educator is a **professional**, with a lifelong commitment to learning and to all learners.

COMPETENCIES

Professionalism

Because you are a pre-professional student, being prepared to function as a professional, you will be expected to conduct yourself as a professional in a number of ways in our classroom as well as out in any field placement site. You have to think of yourself as a teacher now; dress and conduct yourself as a professional, both in class, and out in the school and its community.

For educator candidates, professionalism means compliance with the BGSU Student Code of Ethics and Conduct (see **Student Handbook** <http://www.bgsu.edu/dean-of-students/student-conduct.html>) as well as demonstrating accepted behaviors and attitudes appropriate to the educational circumstances, including but not limited to punctuality, personal appearance (dress, hygiene, etc.), speech, preparation, quality of work, etc.

As a professional, it is your responsibility to pursue remediation of any deficits revealed in your performance on assignments or assessments completed as part of this course.



Cell Phones, Pagers, Computers and Personal Digital Assistants

The use of cell phones is not allowed in class, unless we use them for research or electronic response. Cell phones must be turned off or on vibrate during class. Failure to do so will result in you being asked to leave the classroom. Computers may be used when working on individual or group projects. **At no time will working on other projects, checking email, or surfing the net be tolerated.** Please be respectful of class time. Your grade for professionalism, as well as for the project you are working on, will be reduced if you have to be reminded to put away the cell phone, etc.

Technology & Learning

Aspects of this course/experience require evidence of your technology competency and utilization. Should you encounter difficulties with technology knowledge/skills, it is your responsibility to consult with the instructor and/or assistants in the Student Technology Center, 127 Hayes Hall, 372-9277.

BGSU POLICY STATEMENTS

Codes of Conduct and Academic Honesty Policy

The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the *BGSU Student Handbook*. Specifically, the Code of Academic Conduct (Academic Honesty Policy) requires that students do not cheat, fabricate, plagiarize or facilitate academic dishonesty. For details, refer to:

- *BGSU Student Handbook*
<http://www.bgsu.edu/student-handbook.html>
- *The Academic Charter, B.II.H*
<http://www.bgsu.edu/downloads/file921.pdf>

Diversity & Exceptionality: Disability Policy

Any student who requires accommodation based on a disability should contact the instructor privately to discuss specific needs. In accordance with the University policy, if the student has a documented disability and requires accommodations to obtain equal access in this course, he or she should contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services, 413 South Hall, 419-372-8495. (<http://www.bgsu.edu/offices/sa/disability/index.html>)

Educator candidates are expected to respect all individuals, regardless of characteristics or background, and endeavor to accommodate communications and actions to learning differences arising from cultural, linguistic and disability origins.

Religious Holidays

It is the policy of the University to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities. (As stated in *The Academic Charter, B-II.G-4.b* at:

<http://www.bgsu.edu/downloads/file919.pdf>)

Tape Recording Policy

Students are not authorized to make recordings during class without permission from the instructor.

attendance MATTERS

Attendance

As future educators, you are expected to take the profession and learning seriously; therefore it is expected that you **attend EVERY CLASS**. We learn because we co-construct our understandings of teaching and learning. We wouldn't learn the same if we all stayed home and emailed our assignments. We take attendance at each class. If you miss a class, please email us in advance and upload assignments by the due **date and time** to

Canvas to avoid receiving a zero on assigned work. **2 or more absences will result in a grade lower for your final grade; Two more lowers the grade again, etc.** Only miss if there is an extenuating circumstance. Attendance will be a factor in your participation/professionalism grade. Absences do not exclude you from participating in designated group activities during class. Classmates are depending on you. If you are not there, you will receive a zero.

Also, attendance of the field site component of the course is essential. Missed field absences need to be made up. **By the end of the semester, students who do not make up field absences lose 5% of the grade for each absence.**

Grading Policy

Assignments are due on the day and at the time noted in Canvas. However, because I want to encourage you to follow through and succeed, rather than give up, the following policy is in effect:

For each day late (NOT CLASS PERIOD), the assignment drops one letter grade from the grade it would have received if turned in on time. No assignment will be accepted more than one class period late. You must tell us before the start of class (by email or in person) that you have difficulty with the assignment.

We will have in-class assignments that cannot be made up. So, the overall total for the course will be different than the total points for the major projects.

DO NOT SEND ASSIGNMENTS WITH SOMEONE ELSE. YOU NEED TO CONTACT US IF THERE IS A PROBLEM. ALL ASSIGNMENTS ARE TO BE UPLOADED TO CANVAS unless otherwise noted.



Grading Scale

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

EDTL 2710 Assignments

Assignments: (subject to some change)

1.	In and Out of Class Assignments	
	• Two-Column Notes	10
	• Classic Novel Self Assessment	10
	• 3,2,1	10
	• NCATE Standards Analysis	20
	• CCSS Standards Analysis	20
	• Daily Prompt Responses	√
	• Content Knowledge Pre-Assessments	√
	• Field notes and observations	10
2.	Grammar Quizzes Online	30
3.	Newsela Two-Paragraph Response	20
4.	Paragraphing	20
5.	6 Traits Feedback	20
6.	Close Reading of the Common Read	30
7.	Seven Ways To Read Project	100
8.	Teacher Profile Project (TPP)	100
9.	Fry Graph Readability Analysis	20
10.	Active Learning Lesson Project	100
11.	Website Analysis	50
12.	Field Experience & Professionalism (attendance, professional attitude in class and in field site, etc.)	(35% of your grade)

570+ total

All major assignments come with a more full-blown assignment description sheet and rubric. The descriptions below are the short version. Rely on the more complete assignment descriptions and rubrics provided for each assignment in **Canvas**.

Website Analysis

30 points

You will choose two of the following educational websites to compare and contrast. Analyze the ease of navigation, usefulness of the materials provided, the overall content, the effectiveness of the website to teachers, and discuss three components that would be useful or not and explain why or why not.

<http://www.scholastic.com/teachers/>

<http://www.edutopia.org>

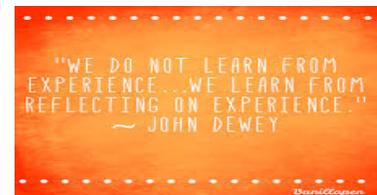
<https://www.teachervision.com/reading/resource/48646.html>

<http://www.pbslearningmedia.org>

<http://www.readwritethink.org>

<https://www.pinterest.com>

<https://www.teacherspayteachers.com>



Close Reading of the Common Read

30 points

You will engage in a close reading of *Behind the Beautiful Forevers* by Katherine Boo. This novel will be used throughout the course, so be sure to bring it every week. You should have it read by Jan. 27th. For each chapter, You will take notes that include a Who, What, When, Where. You will also make notes of character development, themes, motifs, symbolism, tone, voice, As you read ask yourself, "How would I teach this novel to my class? What would I focus on if I were to teach this novel?" Actively read the text.

Fry Graph Analysis (FGA)

20 points

Do a Fry Graph analysis of your classic novel. Show me that you can do Fry Graph Readability analysis. We will also do a Fry Graph Analysis using *Beyond the Beautiful Forevers* as a model.

Seven Ways to Read (7W)

100 points

Building from the work we begin in analyzing *Behind the Beautiful Forevers*, you will select a novel **you have not read** from the list of novels on the Classic Novel Self Assessment and analyze the novel using the Seven Ways to Read A Text approach. Add any other ways you can think of, such as the predicting, inferring, interpreting we did

with *The Landlady*. Mark the text as you analyze it. Besides just marking the text, do the other components of Seven Ways.

- Develop a list of thought-provoking questions
- Make note of key passages
- Make an annotated list of vocab words that you find essential or problematic.
- Note connections between this story and your own life, the world, other texts, etc.
- Summarize the story down to its core components.
- Illustrate or graph key concepts. Maybe map the story ala Freytag or Vonnegut.
- Investigate the background information surrounding the story, the author, the history time period, any literary movements, etc.

This may serve as a framework for your Active Learning Lessons Final Project. If not, it replicates the kind of work you need to do as you prepare to teach a novel or similar non-fiction text.

Teacher Profile Project (TPP)

100 points

During your placement, gather data in order to learn about the typical environment for a Language Arts teacher at your school. Overall, you should describe the range of skills of the Language Arts teachers at the school. Describe the school/classroom culture as well as the school demographics. Describe the teaching load, time spent outside of the classroom, department adoption of curriculum and rubrics, preparation for state testing, responsibilities other than those specifically tied to in-class presentation of materials, and how these teachers perceive themselves. Be sure to include what you learned from your field assignments (OTES, technology, reading, grammar, writing, questioning strategies, learning objectives, active learning strategies, and differentiation. You may do this through observation, interviews of teachers and administrators, interviews of students, and data gleaned from the website or artifacts of the school. Assignment: You will write a 3-4 page paper that summarizes what you learned from your field experience and stakes out your vision of teaching language arts from an integrated language arts approach. This is a reflective piece that should develop the major concepts that we explored during the course, the readings from Burke and others, class discussions concerning CCSS standards and approaches to teaching language arts, and your own experience as a student and novice teacher. Give the reader a theoretical discussion about the kind of classroom you will create, but also make this discussion very tangible. Show us the kinds of things you will do in your classroom to bring an integrated language arts approach to life. The essay should be grounded in your experiences observing in the field, integrated with classroom readings, activities, projects, etc.

This essay should engage the 6 Traits of Good Writing. It should have strong Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions (More on 6 Traits in class).

Active Learning Lessons (Mini Unit)

100 points

Your Task:

- Develop a 3 lesson sequence around a key topic, issue, or skill set required in an English class (Possible topics: themes, literacy concepts, grammar, writing, etc.)
- Includes:
 - Reading task
 - Writing task that addresses issues raised in the reading
 - Concept Map and Block Plans for 3 day lesson sequence
 - Complete plans for the three lessons you plan to teach
 - Any materials (handouts, graphic organizers, etc.)
- Teaching: You will teach some aspect of your Active Learning Lesson to your peers.

Professionalism (Professional Dispositions, Attendance, Participation, etc.)

30 points

The usual. Be in class, on time, prepared, arrive at your field site on time or early, and act professionally.

Field Experience & Professionalism

In addition to Professionalism, The Field Experience will count as **35%** of your grade. This is a team decision based on the 27xx-25xx project. If you do not complete a field experience, you cannot pass this class. This is why getting your BCI/FBI background check done in a timely manner is of crucial importance. In addition to showing up to your field experience, Professionalism matters—regarding your work on campus and your work in the field. This includes attendance, arriving on or before time, being prepared, polished materials that display accurate grammar, & punctuation, professional dress, and professional dispositions.

(Course Calendar Attached)