



Course Syllabus

<b>COURSE NUMBER:</b> <b>EDUC 4110.01</b>	<b>COURSE TITLE:</b> Methods of Teaching Secondary English	<b>TERM:</b> <b>Fall II</b>
<b>SITE:</b> Main Campus	<b>INSTRUCTOR CONTACT INFORMATION:</b> Barbara Osburg; <a href="mailto:theosburgs@charter.net">theosburgs@charter.net</a> ; <a href="mailto:Osburg@sluh.org">Osburg@sluh.org</a>	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:** Methods offers many activities and discussions designed to present the essential subject matter of English instruction in most high schools and entertain debate on strategies, canon, management, and philosophy concerning that instruction. The assignments are those which would actually be used in a typical English classroom in the secondary school.

**2. LEARNING OUTCOMES**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will compete a unit plan with materials and detailed strategies for teaching a content program of at least one week's length; this unit plan will include assignments, varied learning approaches and activities, and evaluation tools, as well as a model grade book for tabulating final grades of five hypothetical students.	<b>NOTE</b> If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial	MoSTEP Standard 4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards. MoSTEP Standard 5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. MoSTEP Standard 8: The pre-service teacher understands and

	Certification.	uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Students will design a generic policy statement to reflect classroom management strategies and other policies designed to create a supportive, organized climate for learning		MoSTEP Standard 6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Students will create a philosophy of English education designed to explain why and how they believe that their own educational goals for young people can best be met through the English content area and through the language arts.		MoSTEP Standard 9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others.

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

**Syllabus for Fall, 2005**

**Methods of Teaching Secondary English**

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Week 1

**Philosophy and Classroom Teaching: Metaphors**

Art/Science/Craft; Lesson and Unit Planning/Through Lines

Professionalism—membership in the dialogue

Assignments for Week 2

**Read** Christenbury Ch. 1-4

**Look over** Situations—Focus on the School Situation

**Look over** Packet on Philosophy/Realities

**Draft** of Policy Statement **due Week 2**

**Draft** of Philosophy of English Education **due Week 2**

Week Two

**Realities**

Rules vs. Expectations

Parents and Colleges

Organizing and Managing  
Living and Learning  
State form, Madeline Hunter's and others

Assignments for Week Three

Step #1 of Unit **due Week 3**—

Topic, Focus, and Reading Bibliography

Draft of Justification & Rationale **due Week 3**

Watch **American Tongues** (Webster U library or Osburg copy)

**Read** Christenbury Ch. 7

**Look over** Situations—Focus on Curriculum

**Look over** Packet section on Language

**Complete** exercises on language

Week Three

**Language--Grammar & Linguistics**

Delight and Expertise

English of Wider Communication and Language of Nurture

Latin and Transformational Grammars

Explain Writing Assignment Sheet and Rubric

Assignments for Week Four

**Read** Christenbury Ch. 8

**Look over** Packet Section on Writing

**Design** writing or speech assignment

with assignment sheet & rubric for grading it—**due Week 4**

**Write** a short narrative or essay full of details describing a significant incident related to school or teaching or learning (CPPS model); **bring 3 copies**

Week Four

**Writing--Process to Product**

Thinking and Anticipatory Set

Expression and Communication

Originality and Models

Sharing Writing Assignments

Sample exercises on short narrative/work on drafts

Assignments for Week Five

Step #2 of Unit **due Week 5**—

Research completed, Plan outlined, Lesson targeted

**Design** children's picture book lesson appropriate for teens  
**to be presented to the class in Week 5**

**Read** Christenbury Ch. 5, 6 & 10

**Look over** Packet section on Reading

Second draft of Philosophy of English Education—**due Week 5**

Week Five

**Reading and Literature**

English Majors vs. Lifelong Readers

Goals and Methodologies

Poetry Activity

Assignments for Week Six

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**Read** Christenbury Ch. 9 &11

**Look over** Situations—Focus on Students

**Look over** Packet section on Minorities

Step #3 of Unit—semester outline complete/  
materials gathered

Second draft of Policy Statement—**due Week Seven**

Week Six Thanksgiving—Film project in place of class

**Assignments for Week Seven**

**Review of film** on teaching/schools

**Bring evidence** of files and filing system—**due Week 7**

Look over Situations—Focus on Students & Teacher

Final Policy Statement—**due Week 7**

Week Seven **Diversity--Minorities and Special Education Students**

Inclusion and Embracing

Activity on diversity and school

**Paperload**

Administrative, Instructional, Secretarial, Forms, Files

Grading and recording; evaluating and teaching

Practice grading on revised school incident

**Assignments for Week Eight**

Review of film on teaching/schools

**Complete** Unit and Lesson Plan, including rationale and  
justification, gradebook page, materials, and  
timeline **due Week 8**

Revised Philosophy of English Education—**due Week 8**

Units—**due Week 8**

**Bring** snacks **for Week 8**

Week Eight

**Individualization, Integration and Interaction:  
Research and Reflection, Sharing and Closure**

Final exercises

Sharing of Philosophies of English Education

Presentation of Teaching Units

(**5 minute** highlights and abstract with contact information)

### 3. RESOURCES:

Required Text(s): Christenbury, Leila. *Making the Journey*. New Hampshire: Boynton/Cook, 2000 (2<sup>nd</sup> edition).

Wagner, Betty Jane, and Mark Larson. *Situations: A Casebook of Virtual Realities for the English Teacher*. New Hampshire: Boynton/Cook, 1995.

**4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

**DESCRIPTION OF MAJOR ASSIGNMENTS: Methods of Teaching Secondary English**

Participation and Presentation

Particular students will be asked to prepare for particular classes by being ready to lead discussion, by posing questions, and by generating informed responses. Homework and in-class assignments will often furnish the material for class discussion, and you should be prepared to share these openly and willingly. **This category of assignment also takes into account on-time behavior and your presence in class.** Accidents and problems do occur, but you should do your best to avoid their affecting your attendance of class and the timeliness and completeness of your assignments. **Should you be absent or tardy, you may make up these points through extra out-of-class work.**

Policy Statement

You will complete a classroom policy statement for use in all of your classes. It should include your rules for attendance and tardies, guidelines regarding late work and make-up work, classroom philosophy and participation emphasis, relevant details of availability for outside help, and other information you wish to have on record regarding your classroom set up. **It should express a vision of classroom management, not just a set of rules.**

Philosophy of English Education

You must complete a statement of your own personal teaching philosophy regarding the teaching of English to secondary students. **It should express high ideals and be a model of articulate, professional prose.**

The Notebook or File

The assignment is designed to help you begin to set up files for the future. **It is an easy 50 points to get you to begin organizing your past course materials (if you haven't already).** Probably a looseleaf with dividers would work best, but a file box or any other organizational device is fine. All articles, handouts, or other materials you gather during our eight weeks together should be filed, along with all of your relevant undergraduate and graduate materials. It will be graded at the end of the course on its completeness and neatness. You may add sections or change them to suit your interests and material, such as Study skills or Professional Concerns, but the suggested sections for this notebook are

Philosophy/Science of Education

Realities

Language Study, Oral Language, and Listening

Writing  
Reading and Literature  
Minorities  
Paper load

### Writing or Speech Assignment and Rubric for Grading It

You must design one writing or speaking assignment and the **assignment sheet which would explain the assignment to parents and students as well as the scoring guide you would use to grade it.** This should be formally typed for student use. It should be ready to use and parent-friendly. It should clearly **outline the steps of the process involved in the assignment and the parameters for the final product.** Some indication should be given of the assignment's weight in terms of the total term grade. Clarity and simplicity are good qualities to strive for in this assignment sheet, as well as detail and possibly models or examples for student use.

### Unit Resource Packet, Plan and Lesson Plan

\_\_\_\_\_ You must design a unit of study at least two weeks and no longer than one semester in duration. It must include **a justification and rationale, a tentative time line for the unit, explanation of assignments, evaluative tools (quizzes, assignment sheets, scoring guides), and resources (overheads ready to use, music, Power Point on CD).** It should conform to APA or MLA documentation and manuscript style and be presented in a professional manner. The unit should reflect a knowledge of various learning styles and consideration of individual student needs and abilities as well as current practice in the teaching of English. It should demonstrate research and thought. Along with the unit you must submit **one written lesson plan which would be a part of the unit.** This lesson plan should take DESE form and include a list of required materials and visuals. Also with the unit, you must submit **a grade book exercise to match the assignments made in the unit** (see next section for details) and submit **a tentative sketch outline of your plan for an entire semester which includes your unit.**

### Grade Book Exercise

\_\_\_\_\_ You must create **a reasonable system for recording the grades you will give for the unit** you are designing. You must also record them on the sample grade book sheets **inventing at least 5 student names and data.** You may use any kinds of marks you desire. You may use letter or number values, but **you must be able to justify your final grade** for each student to a disgruntled student, an irate parent or a suspicious supervisor (like me).

**In designing your unit, you must adhere to the following guidelines:**

- #1-- Each student must be given at least one daily participation grade; some students or all may receive more than one per day if you desire it.
- #2-- Your total points or grades must be based one hundred percent, and you must determine the final letter grades according to a 100% formula.
- #3-- Your grade book must also make note of absences and any other notations concerning your policy sheet (such as tardies or late papers or field trips or other exceptions to absence).
- #4-- Your grade book is the legal record of student attendance and performance. It must be decipherable to those who will be at the school even after you have gone to other positions or places.
- #5-- You may use the sheets I have given you or go to a "teacher" store and get an actual grade book if you'd like.

## Grade Breakdown/ Methods of Teaching Secondary English

Name \_\_\_\_\_

Participation and miscellaneous assignments	250	-----
Writing or Speech Assignment	150	-----
Assignment Sheet [ ]		
Rubric [ ]		
Evidence of Files	50	-----
Unit Plan	300	-----
Justification [ ]		
Rationale [ ]		
Unit Time Line [ ]		
DESE model lesson plan [ ]		
Gradebook exercise [ ]		
Semester outline [ ]		
Personal Philosophy of English Education	100	-----
Policy Statement	150	-----
<hr/>		
	1000	-----

Evaluation will be frequent, and participation in class, as well as the preparation of many smaller assignments at home, is required and included under the heading "Participation." Your participation in good faith is strongly encouraged. Teaching is a very public profession, and learning to assert your views articulately and openly is an important skill. Teaching is also a timely profession; tardies and absences will affect your performance as a teacher and will adversely affect your grade in this class.

**6. GRADING SCALE:** The final grades will be based on a 93-100 (A), 91-92 (A-), 88-90 (B+), 86-87 (B), 84-85 (B-), 79-83 (C+), 75-78 (C), 73-74 (C-), 67-72 (D) grading scale. When you wish to discuss a grade, please do so soon after you receive it. And please keep track of your own progress as the course proceeds.

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

## 5. ACADEMIC HONESTY POLICY:

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

**A zero on the assignment in question with no opportunity for make-up work.**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## 6. ACCESSIBILITY/ACCOMODATIONS POLICY:

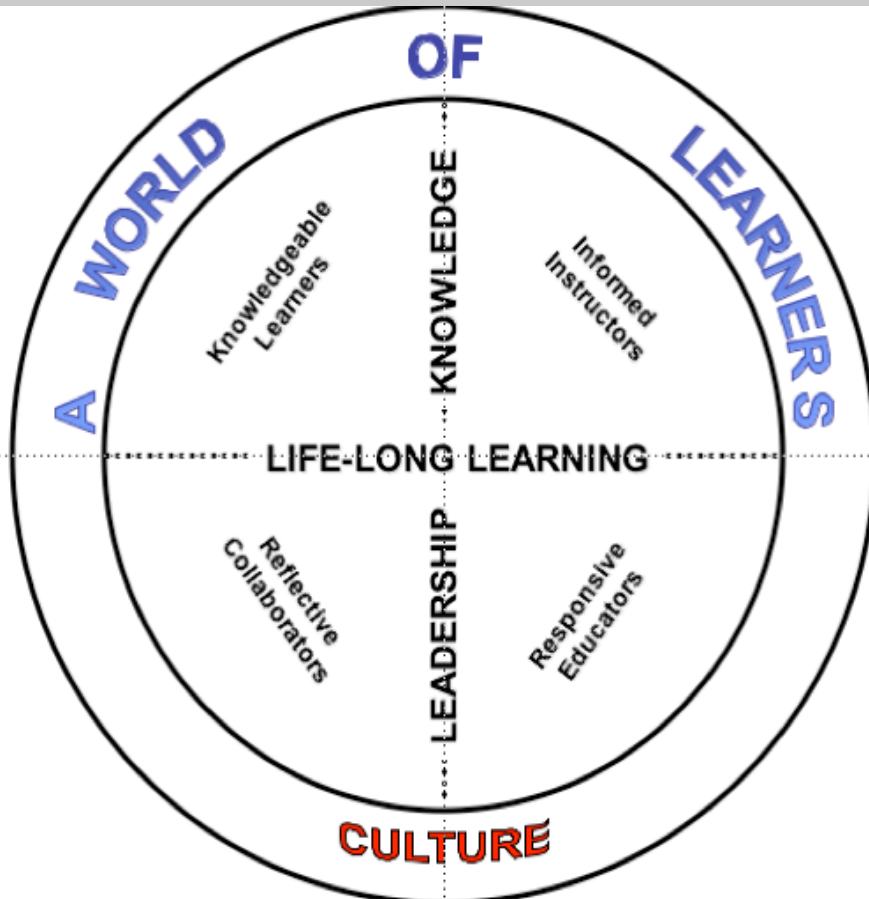
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

**Vision:** " . . . We all must work to make this world worthy of its children." (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## **Goals**

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).