**EDUC 463: Methods-Teaching Language Arts**

**Fall, 2018**

**10:00-11:40 PM MW; EDUC 11**

Instructor: Dr. Pamela K. Coke

Office: Eddy 356

Office hours: 12:00-1:30 PM MW; and by appointment

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**Course Description:**

This course is designed to help you combine theory, research, and practice into sound strategies for teaching English in middle, junior, and senior high schools. You will begin to develop a philosophy of secondary English teaching and learn how to plan instruction that is consistent with that philosophy and with various national, state, and district guidelines. Content includes examination of and attention to Common Core State Standards; planning of lessons and units; discussion of issues involving professional educators; development of means to assess learning; and discussion of methods to teach English language arts, including journalism and speech.

**Course Goal:**

To create a classroom that fosters engaged readers, writers, listeners, speakers, and thinkers who teach with heart.

**Texts:**

Emdin, C. (2016). *For white folks who teach in the hood . . . and the rest of y’all too: Reality pedagogy*

 *and urban education*. Boston, MA: Beacon Press Books.

Gallagher, K., and Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower*

 *adolescents*. Portsmouth, NH: Heinemann.

**Articles, Chapters, and Online Materials:**

You can access assigned readings and online resources via our course Canvas site. See URL above.

**Course Learning Outcomes:**

This course is designed to prepare you to meet/to exceed the Colorado Teacher Quality Standards (revised Summer, 2018). All of our course texts and assignments build toward these quality standards and learning outcomes.

**Quality Standard I:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. (*Gallagher & Kittle; Daily Notebook; Yearlong Plan; Unit Plan*)

**Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. (*Emdin; Reality Pedagogy-Based Coteaching; Teaching Philosophy Statement; Yearlong Plan; Unit Plan*)

**Quality Standard III:**Teachers plan and deliver effective instruction and create and environment that facilitates learning for their students. (*Gallagher & Kittle; Mini-Lesson; Yearlong Plan; Unit Plan*)

**Quality Standard IV:** Teachers demonstrate professionalism through ethical conduct, reflection, and leadership. (*Emdin; Reality Pedagogy-Based Coteaching; Professional Learning Community; Yearlong Plan; Unit Plan*)

**Course Requirements:**

1. **Reality Pedagogy-Based Coteaching (10 points):** As outlined in Emdin, chapter 5 (“Coteaching”), I invite each student to coteach a lesson or to lead a discussion on the content of his/her choosing. You can coteach with me or with a peer. Plan for 10-20 minutes. I am happy to share all of my resources (lesson plans, etc.), and I will be modeling this in class.
2. **Individual Assignments (40 points):** Throughout the semester, you will draft, revise, and submit a variety of individual assignments based on class discussions and course readings. Graded assignments include a teaching philosophy statement and a mini-lesson (you will teach this mini-lesson to your peers in class on 11/26).
3. **Daily Notebook (15 points):** As modeled in *180 Days*, you will keep a Daily Notebook (paper or electronic; either is fine). Please bring this to class every time we meet. In this notebook, you will record writing, passage study, word nerd study, reading list, and might read next list (Gallagher & Kittle, p. 36). We have three check-in dates scheduled, 5 points/check-in.
4. **Professional Learning Community (75 points):** A Professional Learning Community, or PLC, is a group of educators working together to enhance student learning through ongoing inquiry and action research. Each Wednesday, you will meet with a group of colleagues from this course to help develop the skills necessary to be an effective faculty member. We are trying something new this semester. I have invited early career teachers in a variety of contexts (public, charter, alternative, rural, international, etc.) to share a brief video with us about one expectation they had for the classroom, and then to describe how this did/did not play out in the classroom. We will use our PLC time to problematize and problem solve how we might each respond in a similar situation. We have fifteen PLC meetings, 5 points/meeting.
5. **Yearlong plan (100 points):** You will design a yearlong plan consisting of 4 to 8 units. You will describe the students for whom the plan is suited, articulate the grade-level expectations in reading and writing, according to CDE, and explain how your selection of methods and materials will enable students to achieve proficiency on standards. I will give you additional resources for this assignment throughout the semester.
6. **Unit plan (100 points):** Either individually or in collaboration with other classmates, you will prepare a 4-6 week coherent, integrated unit based around a chosen theme and directed toward a specific audience (grade level, course, etc.). I will share models and other resources. [If you know what you will be responsible for during student teaching, you may want to base this unit around that concept.]

**Grading and Attendance Policy:**

**Grading:** In this course, I do use +/- grading, per University policy: A+ = 4.0; A = 4.0; A- = 3.667; B+ = 3.334; B = 3.00; B- = 2.667; C+ = 2.334; C = 2.00; D = 1.00; F = 0.00. Please note that excessive absences override all these noted percentages for class.

**Attendance:** Attendance is a seminal part of this course. I expect you to be punctual and present. Any absences beyond two per semester will result in a grade deduction of ½ grade, as this equals missing one week of class. For example, if you have earned an A in the course, but you have missed three class sessions, you would be deducting your grade to an A-. Please let me know if you have any concerns about your attendance in this course. Excused absences do not count against your grade. Excused absences include participation in University-sanctioned, extra-curricular and co-curricular activities (including visiting your student teaching site), as well as participation in religious holidays and observances.

**General Information:**

 I will not accept assignments after the class session in which they are due. I will not accept work that you e-mail to me; you must submit hard copy (unless otherwise specified).

 The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. For more information, please see <http://www.facultycouncil.colostate.edu/files/manual/sectioni.htm#I.5>. I will ask you to sign an Honor Pledge for your yearlong plan and your unit plan.

 I would like to hear from anyone who has a disability that may require some modification of seating or other class requirements so that appropriate arrangements may be made. Please talk with me after class or during my office hours.

 Safety, Reporting and Resources:

*CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees.”  This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments.  As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.*

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

* + Emergency Response 911
	+ Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
	+ Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>.  And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

 Please remember to turn off your cell phone before coming into class. That means no text messaging during class. Thank you.

**Course Schedule: [Note: Items in bold under “Writing Due” are graded course components.]**

# **Week One**

 **08/20**

Reading Due: Syllabus and “This I Believe” Essay (complete in class)

Writing Due: Belief statements (complete in class)

**08/22**

#  Reading Due: *180 Days*, Chapter 1: Start with Beliefs

Viewing Due: Video from *180 Days* Heinemann website

#  Writing Due: Draft of “This I Believe” Essay

PLC Focus: All Things PLC (Canvas)

**Week Two**

**08/27**

#  Reading Due: *Reality Pedagogy*, Introduction and Chapter 1

 Writing Due: Draft of Teaching Philosophy Statement (complete in advance)

 **08/29**

#  Reading Due: *180 Days*, Chapter 2: Establish Daily Practices

Viewing Due: Video from *180 Days* Heinemann website

#  Writing Due: Draft of Teaching Philosophy Statement (complete in advance)

PLC Focus: Article: “Exploring Disparities between Teachers’ Expectations and the

Realities of the Education Profession” (Canvas)

 **Week Three**

 **09/03 No Class; Labor Day**

 **09/05**

#  Reading Due: *180 Days*, Chapter 3: Map a Year of Reading

Viewing Due: Video from *180 Days* Heinemann website

 Writing Due: **Teaching Philosophy Statement Due (“final”)**

PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Four**

**09/10**

#  Reading Due: *Reality Pedagogy*, Chapters 2-3

Writing Due: Yearlong Plan (complete in class)

**09/12**

#  Reading Due: *180 Days*, Chapter 4: Map a Year of Writing

Viewing Due: Video from *180 Days* Heinemann website

Writing Due: Yearlong Plan (complete in class)

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Five**

**09/17**

#  Reading Due: *Reality Pedagogy*, Chapters 4-5

Writing Due: Yearlong Plan (draft)

**09/19**

#  Reading Due: *180 Days*, Chapter 5: Balance Feedback and Evaluation

Viewing Due: Video from *180 Days* Heinemann website

Writing Due: Yearlong Plan (draft)

Daily Notebook: **Check-in #1**

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

# **Week Six**

 **09/24**

#  Reading Due: *Reality Pedagogy*, Chapters 6-7

Writing Due: Yearlong Plan (draft)

 **09/26**

#  Reading Due: *180 Days*, Teaching Essential Discourses and Chapter 6: Narrative

Viewing Due: Video from *180 Days* Heinemann website

 Writing Due: Yearlong Plan (draft)

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

 **Week Seven**

**10/01**

#  Reading Due: *Reality Pedagogy*, Chapters 8-9

Writing Due: Yearlong Plan (draft)

**10/03**

# Reading Due: *180 Days*, Chapter 7: Informational

Viewing Due: Video from *180 Days* Heinemann website

Writing Due: Yearlong Plan (draft)

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Eight**

# **10/08**

#  Reading Due: *Reality Pedagogy*, Chapters 10-11

Writing Due: Yearlong Plan (draft)

# **10/10**

#  Reading Due: *180 Days*, Chapter 8: Argument

Viewing Due: Video from *180 Days* Heinemann website

Writing Due: Yearlong Plan (draft)

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Nine**

**10/15**

#  Reading Due: *Reality Pedagogy*, Conclusion

Writing Due: Yearlong Plan (draft)

**10/17**

#  Reading Due: *180 Days*, Chapter 9: Multigenre Research Projects

Writing Due: Yearlong Plan (draft)

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Ten**

**10/22**

#  Reading Due: Reality Pedagogy-Based Coteaching Materials (student-led)

Writing Due: Yearlong Plan (draft); Individual Unit Proposal (in class)

**10/24**

#  Reading Due: Articles on Assessment and Grading (Canvas)

Writing Due: Yearlong Plan (draft)

Daily Notebook: **Check-in #2**

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Eleven**

**10/29**

#  Reading Due: Reality Pedagogy-Based Coteaching Materials (student-led)

Writing Due: Draft of Yearlong Plan (complete in advance; come ready for workshop)

**10/31**

#  Reading Due: Articles on Tracking and Differentiation (Canvas)

Writing Due: **Yearlong Plan Due**

 PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Twelve**

**11/05**

#  Reading Due: Reality Pedagogy-Based Coteaching Materials (student-led)

Writing Due: Unit Plan (complete in class)

**11/07**

#  Reading Due: Articles on [Lesson] Planning (Canvas)

Writing Due: Unit Plan (draft)

PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Week Thirteen**

 **11/12**

#  Reading Due: Reality Pedagogy-Based Coteaching Materials (student-led)

#  Writing Due: Unit Plan (draft)

**11/14**

#  Reading Due: Articles on Bloom’s Taxonomy and Data Analysis

Writing Due: Mini-Lesson (draft)

PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

**Thanksgiving Break; No Class; 11/19-11/23**

**Week Fourteen**

 **11/26**

#  Reading Due: Reading necessary for mini-lesson and unit plan

 Writing Due: **Mini-Lesson Due** (teach to peers in class)

 **11/28**

#  Reading Due: Reading necessary for unit plan

 Writing Due: Unit Plan (draft)

PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

 **Week Fifteen**

 **12/03**

#  Reading Due: Reality Pedagogy-Based Coteaching Materials (student-led)

 Writing Due: Unit Plan (draft)

**12/05 Last Class**

#  Reading Due: Reading necessary for unit plan

Writing Due: Unit Plan (draft)

Daily Notebook: **Check-in #3**

PLC Focus: Teaching Video: Expectation vs. Reality (view in class)

 **Week Sixteen Finals Week**

Our scheduled final exam time is Tuesday, December 11, 2018, 11:50 AM – 1:50 PM. I prefer to meet with each of you individually to model how we can collaboratively grade your unit plan. As such, you get to choose your own “final exam” time by signing up for a time to conference with me about your unit plan as early as Monday, December 10th, but no later than Thursday, December 13th. Everyone needs to have uploaded his/her **Unit Plan** and **Self-Evaluation** to his/her website no later than **1:50 PM on Thursday, December 13th**.