L12 and UO8 Educ 414 Course Syllabus
Curriculum and Instruction in English
Fall 2019
Class: Wednesday 4:00 pm – 7:00 pm
Instructor: Judy Lamb
Phone/voice mail: 314-935-4454
Email: jklamb@wustl.edu or jklamb2000@yahoo.com
Office: Seigle Hall, 153

Text: Bridging English, (Fifth Edition) by Joseph O. Milner, Lucy M. Milner and Joan F. Mitchell

Selected readings from a variety of instructional texts, professional journals and other sources will be requirements of the course.

Additional Requirement: Membership in the NCTE (National Council of Teachers of English)

Course Objectives:
*Students will be able to review their knowledge of literature from the perspective of teacher and student to guide their selection and presentation of a balanced variety of fiction, nonfiction, cannon, and young adult works that represent both male and female authors from a broad spectrum of cultures, continents, and time periods. MoSPE Standards and Quality Indicators 1C1, 1C2, 1C3.
*Students will be able to employ both traditional and creative approaches for increasing students' skills with written and spoken language. MoSPE Standards and Quality Indicators 1C2, 2C3, 3C1, 3C3, 4C2, 6C1, 6C3.
*Students will be able to develop curriculum that builds on students' needs, skills, and prior knowledge in the areas of speaking, reading, writing, and listening. MoSPE Standard and Quality Indicators 1C2, 2C5, 3C1, 3C2, 3C3, 4C2, 6C1, 6C3.
*Students will be able to delineate the different elements and requirements for reporting research/information, writing essays, producing original creative work, and writing for oral, visual, and media presentations. MoSPE Standards and Quality Indicators 1C2, 1C3, 1C4, 2C4, 3C1, 4C1, 4C2, 6C3, 6C4, 7C3.
*Students will be able to create lessons and learning activities that incorporate other disciplines such as music, art, history, and science. MoSPE Standards and Quality Indicators 1C4.
*Students will be able to provide their learners with expectations, instruction, and practice in setting goals, self assessing progress, and developing confidence in “making meaning” for themselves. MoSPE Standards and Quality Indicators 1C2, 2C2, 2C5, 2C6, 3C3, 4C1, 7C3.
*Students will be able to implement a variety of teaching and learning strategies to address the diverse needs, styles, intelligences, and abilities of learners. MoSPE Standards and Quality Indicators 1C2, 2C4, 2C5, 2C6, 3C2, 3C3, 4C3, 6C1, 6C2, 7C2.
*Students will be able to design and adapt instruction to meet individual learners where they are to improve their chances for growth and success. MoSPE Standards and Quality Indicators 1C2, 2C2, 2C6, 2C4, 2C5, 3C2, 3C3, 4C3, 5C1, 6C2, 7C2.
*Students will create a file of protocols, resource professionals, legal responsibilities, and services that are available to address the needs of learners. MoSPE Standards and Quality Indicators 9C2, 8C3.
*Students will be able to use content and learning activities to learn about their English language learners' prior experiences and current needs to connect instruction to their lives in a more meaningful way. MoSPE Standards and Quality Indicators 1C2, 2C4, 2C5, 2C6, 3C2, 3C3, 4C3, 6C1, 6C2, 6C3.
*Students will be able to create original thematic unit plans appropriate for middle and high school learners that will incorporate a variety of genre, learning strategies and activities, authentic and alternative assignments and assessments with detailed lesson plans that reach ALL students and address the student and state performance standards. MoSPE Standards and Quality Indicators 1C2, 1C4, 1C5, 2C2, 2C3, 2C4, 2C5, 2C6, 3C1, 3C2, 3C3, 4C1, 4C2, 4C3, 6C1, 6C3, 6C4, 7C1, 7C2, 7C3, 7C4.
*Students will be able to design and employ a variety of assessment tools to provide learners and themselves with essential feedback about their learning habits, knowledge, skills and progress toward goals. MoSPE Standards and Quality Indicators 2C2, 7C1, 7C2, 7C3, 7C4, 7C5.
*Students will be able to design lessons that provide opportunities for students to create, practice,
and participate in the presentation of speeches, reports, poetry, plays and other activities that build communication skills and confidence. MoSPE Standards and Quality Indicators 2C4, 2C5, 6C3.
*Students will be able to research, collect, and create assignments and activities, (anticipation guides, reader response, discussion, journaling, etc.) to encourage students’ interest, understanding, personal views, and critical analysis of all they read.  MoSPE Standards and Quality Indicators 4C1, 4C2, 4C3, 5C1.

*Students will be able to use the skills and habits of reflection, and analysis, as well as students’ work and feedback to inform their instruction effectiveness.  MoSPE Standards and Quality Indicators 7C1, 7C2, 7C3, 7C4, 7C5, 8C1, 8C2, 8C3.

*Students will be able to identify and use professional journals, texts, workshops, etc. that will be resources and opportunities for professional growth. MoSPE Standards and Quality Indicators 8C1, 8C2, 8C3.

*Students will be able to formulate a philosophy of education and specifically a philosophy of teaching English/Language Arts that addresses the professional issues, beliefs, responsibilities and concerns of the secondary classroom teacher.  MoSPE Standards and Quality Indicators 1C1, 1C5, 2C1, 2C4, 2C5, 2C6, 3C3.

*Students will be able to incorporate a meaningful use of an array of technology resources to aid and enhance teaching and learning.  MoSPE Standards and Quality Indicators 6C4.

*Students will be able to use professional judgment regarding the use of technology and will provide learners with multiple guidelines for the critical evaluation of the images, texts, designs, and messages to determine the educational value, purpose, and use of technology and media.  MoSpe Standards and Quality Indicator 6C4.

- Schedule and Topics:
  The following is a brief overview highlighting of some of the content that may comprise each class session. It does not begin to list all that will be covered. There may be some changes made to better address the needs and expertise of the class members. There will be supplemental readings assigned throughout the course in addition to the chapter readings listed.

A listing and description of other course assignments and due dates can be found on last page of syllabus.

Note: Reading assignments listed on each clas date are for class the following week.

Aug. 28  Becoming a Teacher of English Language Arts
  Review of the syllabus and course expectations.
  Getting a “big picture” understanding of students you will teach and the state and national standards you will need to address in your teaching. A review of the NCTE Standards, MoSPE Standards and Quality Indicators, and the Missouri Learning Standards for English Language Arts (MLS/ELA), Grade Level Expectations.
  READING ASSIGNMENT:  Ch. 1 Envisioning English.  Please respond to the Invitation to Reflections 1-1, 1-3 (#’s 1,2,3 ), 1-4 (#’s 1,4,5 ) 1-7 in your journal.

Sept. 4  Writing Our Teaching Philosophy and  Looking at Curriculum Planning
  Review our beliefs and assumptions about teaching English.
  Planning a lesson, a unit, a year.
  READING ASSIGNMENT:  Ch. 7 Unlocking Texts, respond to ItR 7-2.
  Ch. 14 Planning Lessons

Sept. 11  Teaching to Reach All Our Students
  Differentiating instruction address student diversity in ability, motivation, culture, and language.
  READING ASSIGNMENT:  Ch. 4.  Developing an Oral Foundation
  Review Ch. 2, pp. 15-22.

Draft of Philosophy of Teaching English due.
Sept. 18 Developing Communication and Oral Language Skills
Discussion, recitation, speaking, and listening skills for teacher and students.
Understanding language diversity and the complexities of language acquisition.
Planning for discussion activities. Developing questioning skills.
READING ASSIGNMENT: Chapter 5 Responding to Literature

Sept. 25 Selecting and Teaching Literature
Developing thematic units and integrating genres and media. Considering the challenges presented by the newer genres of young adult fiction, multicultural literature and graphic novels. Addressing reading levels and skills.
READING ASSIGNMENT: Ch. 9 “Assaying Nonfiction”. Please respond to the ItR 9-1.
Ch. 4 “Essays” from LESS IS MORE.
Second NCTE article review due.

Oct. 2 Teaching Poetry, Short Fiction and Nonfiction
READING ASSIGNMENT: Ch. 6 Celebrating Poetry. Please respond to ItR 6-1, 6-2.
Ch. 8 Engaging Drama. Please respond to ItR 8-1.
Third NCTE article review due.

Oct. 9 Teaching Literature: Drama and Shakespeare
Bringing literature to life through creative instruction and active student engagement.
READING ASSIGNMENT: TBA

Oct. 16 Creating Interdisciplinary Connections in Literature and Writing Instruction
READING ASSIGNMENT: Ch. 13 Evaluating Learning. Please respond to ItR 13-3.
Philosophy essay due.

Oct. 23 Assessments: Informal and Formal
Creating and using rubrics for authentic assessments, student portfolios, exams, writing conferences and peer editing.
READING ASSIGNMENT: Ch. 3 Centering on Language. Please respond to ItR 3-1, 3-7. We will also review a variety of grammar texts.
Assessment/rubric samples due.

Oct. 30 Understanding Grammar
Incorporating grammar instruction that is effective, meaningful and practical.
Review of a variety of grammar texts to evaluate their strengths and weaknesses.
READING ASSIGNMENT: Ch. 11 Inspiring Writing.
Ch. 12 Enabling Writing.
Shakespeare Lessons and Reflection Journal collected for review.

Nov. 6 Teaching Writing
Using multiple strategies, authentic assignments and differentiated instruction to encourage and engage all learners in the writing process.
READING ASSIGNMENT: Ch. 10. Making Media Matter.

Nov. 13 Media Literacy.
Providing students with the skills and knowledge for making the most effective use of media in their learning.
READING ASSIGNMENT: Ch. 15 Becoming a Complete Teacher.

Nov. 20 Review of the Professional Teaching EP ortfolio Requirements
Reflective Teaching Journal due.
Unit Plan due.
Nov. 27  No class. Thanksgiving Holiday

Dec. 4  Student Teaching in the English Classroom
       Reviewing the requirements student teaching next semester.

____________ See attached pages for list of assignments and due dates. ____________