EG 490 (PA)  
Teaching English in the Middle-Level and Secondary School  
Emporia State University  
Spring 2011  

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Office Hours*  
Tuesday: 1:00 to 3:00  
Wednesday: 10:30 to 12:00  
Thursday: 1:00 to 3:00  
*and by appointment…  

Meeting Time & Place  
Tuesday and Thursday  
11:00 to 12:20  
Plumb Hall 308  

Required Texts  

Course Description and Goals  
EG490 (Teaching English in the Middle-Level and Secondary School) is a course designed to acquaint students with materials, methods, and theories germane to the English language arts in secondary education. The primary goal of this course is to afford students the opportunity to read about, discuss, and reflect upon those issues, problems, and challenges that English teachers must consider. To that end, particular focus will be placed upon the pedagogy of teaching writing, reader response theory in teaching literature, assessment, media literacy, and approaches to building communities of learners in an English classroom. Students will also have the opportunity to design and teach a lesson and design a complete unit of study, as well as conduct research on a current pedagogical issue relevant to teaching in an English language arts classroom.
The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Knowledge, Skills, and Dispositions for New Conceptual Framework**

**Candidates exhibit knowledge of**
1. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
2. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
3. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
4. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
5. appropriate technology and how it may be used to enhance teaching and learning.
6. various instructional strategies that can be used to meet the needs and learning styles of individual students.
7. a variety of assessment strategies to diagnose and respond to individual learning needs.

**Candidates demonstrate practical ability to**
1. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
2. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
3. create learning experiences commensurate with a student’s level of readiness.
4. use and support effective communication techniques in order to develop a positive learning environment.
5. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
6. employ appropriate assessment techniques in order to measure student performance and growth.
7. develop a storehouse of learning strategies that help students understand and integrate knowledge.
8. utilize student learning standards to promote student learning and achievement.

**Candidates exhibit dispositions that exemplify**
1. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
2. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
3. a willingness to learn from other professionals in the field.
### Alignment of KSDE Standards, English methods course outcomes, and Teachers College Conceptual Framework

<table>
<thead>
<tr>
<th>KSDE Standards</th>
<th>English methods course outcomes</th>
<th>Teachers College Conceptual Framework</th>
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<tbody>
<tr>
<td>The teacher of English language arts demonstrates knowledge of current</td>
<td>Know how to deal with issues in teaching English such as respecting differences in race, gender,</td>
<td>Provides Service to Society</td>
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<tr>
<td>methods for teaching processes of reading, writing, speaking, listening,</td>
<td>and culture and handling ethical questions.</td>
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<td>thinking, and viewing and their interconnections.</td>
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<tr>
<td>The teacher of English language arts demonstrates knowledge of the history,</td>
<td>Know current theories, research, and practices for teaching English language arts in both the</td>
<td>Understands and applies Interdisciplinary, Scholarly</td>
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<td>structure, and development of the English language and how people use</td>
<td>middle school and high school.</td>
<td>Knowledge.</td>
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<td>language to influence the thinking and actions of others.</td>
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<tr>
<td>The teacher of English language arts demonstrates knowledge of current</td>
<td>Know how to plan and implement lessons on teaching reading and viewing texts (both print and</td>
<td>Engages in Practical Action</td>
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<tr>
<td>methods for teaching processes of reading, writing, speaking, listening,</td>
<td>non-print), writing, speaking, listening, and critical thinking.</td>
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<td>thinking, and viewing and their interconnections.</td>
<td>Know how to align state and national English language arts performance standards with student</td>
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<td>outcomes, instruction, and assessment.</td>
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<td>Know, construct, and use appropriate formal and informal assessment instruments to measure</td>
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<td>student learning.</td>
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<td>The teacher of English language arts demonstrates the ability to communicate</td>
<td>Know how to use multiple learning strategies and assessment techniques to meet the needs of</td>
<td>Embraces Uncertainty and Change</td>
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<td>effectively and responsibly for a variety of audiences and for different</td>
<td>diverse learners, including those with exceptionalities.</td>
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<tr>
<td>purposes.</td>
<td>Know how to use appropriate technology as a tool for instruction and to enhance professional</td>
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<td>development.</td>
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<tr>
<td>The teacher of English language arts demonstrates the ability to communicate</td>
<td>Design a unit of study including contextual information, learning goals and objectives, and</td>
<td>Participates in Self-Reflection</td>
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<tr>
<td>effectively and responsibly for a variety of audiences and for different</td>
<td>assessment plans.</td>
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<tr>
<td>purposes.</td>
<td>Know how to use a variety of verbal and non-verbal communication techniques in order to foster</td>
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<td></td>
<td>a positive learning environment.</td>
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<tr>
<td>The teacher of English language arts demonstrates knowledge of current</td>
<td>Know the characteristics and dispositions of an effective English teacher.</td>
<td>Belongs to Professional Community</td>
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<tr>
<td>methods for teaching processes of reading, writing, speaking, listening,</td>
<td>Know how to evaluate teaching resources and curriculum materials in terms of accuracy, usefulness,</td>
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<tr>
<td>thinking, and viewing and their interconnections.</td>
<td>and effectiveness.</td>
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Course Outcomes

Upon completion of EG490, students will demonstrate knowledge and skills that will help them become professional educators who are critical thinkers, creative planners, and effective practitioners. Each student will:

A. Know the characteristics and dispositions of an effective English teacher.
B. Know current theories, research, and practices for teaching English language arts in both the middle school and high school.
C. Know how to plan and implement lessons on teaching reading and viewing texts (both print and non-print), writing, speaking, listening, and critical thinking.
D. Know how to align state and national English language arts performance standards with student outcomes, instruction, and assessment.
E. Know, construct, and use appropriate formal and informal assessment instruments to measure student learning.
F. Know how to use multiple learning strategies and assessment techniques to meet the needs of diverse learners, including those with exceptionalities.
G. Know how to evaluate teaching resources and curriculum materials in terms of accuracy, usefulness, and effectiveness.
H. Know how to use appropriate technology as a tool for instruction and to enhance professional development.
I. Know how to use a variety of verbal and non-verbal communication techniques in order to foster a positive learning environment.
J. Know how to deal with issues in teaching English such as respecting differences in race, gender, and culture; handling ethical questions; and dealing with legal matters.
K. Design a unit of study including contextual information, learning goals and objectives, assessment plan, and instructional design and implementation.

Grading

Participation and Attendance 10%
Teaching Presentation 20%
Daily Assignments* 30%
Unit Plan 40%

* quizzes, daily writing assignments, case studies, article reviews, etc.

Plus/Minus Grading System

EG490 will utilize a plus/minus grading system. At the end of the semester, all of the points a student earns will be tallied and averaged according to the percentage format detailed here. Once the final average is calculated, it will be used to figure a final grade based on the following scale:
A...100-94; A-...93-90; B+...89-87; B...86-84; B-...83-80; C+...79-77; C...76-70; D...69-60; F...59-0.

A Note on Participation/Attendance

Your attendance and participation is, naturally, required for this course. Because the success or failure of this class depends in part upon the lively give-and-take of class
discussion, sporadic attendance might suggest a certain lack of commitment to the course and to your classmates. The grade you receive for participation and attendance is, of course, predicated upon your attendance. Remember, then, that even excused absences impair your ability to participate in class. Having said that, be sure to contact me as soon possible when you have occasion to miss a class. **For each absence beyond the second, a 15% deduction will be assessed on the participation/attendance element of your final grade. (Starting with your fourth overall absence, your final grade will be reduced 5 percentage points for each class you miss. Students who miss six or more classes, for whatever reason, should expect to fail the course.)** Habitual tardiness will also impact your grade for participation/attendance, as being late to class three times will count as an absence. Serious, successful students attend class and show up prepared to participate. I expect such an approach to this class from all my students.

**Late Work Policy**
All assignments are expected to be turned in at the start of class and/or presented on their due date. For each class period an assignment is late, the final grade will be reduced one letter grade. Daily assignments are expected to be prepared on time; I will not accept daily assignments at any time other than the due date, with the exception of those assignments late due to a documented, excused absence (that is, out of consideration for illness or other emergency).

**Plagiarism and Academic Honesty**
A student who submits as his or her own work a paper (i.e., a thesis, draft, completed essay, examination, quiz, or any other written work) which is taken in whole or in part from another person’s writing without proper acknowledgment (that is, the use of quotation marks and documentation for directly quoted work or some sort of specific citation for paraphrased material) is guilty of plagiarism. A student who allows another student to copy his or her written work is also guilty of plagiarism. A student who submits a plagiarized paper or who allows another person to copy his or her work is subject to any one or all of the following actions:
- Receiving a grade of “0” for the paper(s);
- Receiving a grade of “F” for the course;
- Being reported to the university for possible disciplinary action.

**Reasonable Accommodations Statement**
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.
Tentative Course Outline

January 13
Introduction to Class
Cover syllabus
Introductions
Conceptual Analysis: The Language Arts
Course Outcome A

January 18
Initial Musing on Teaching
Christenbury 1: “The Teacher, The Student, The School” (1-35)
Christenbury 2: “What it Takes to be a Teacher” (36-64)
Daily Assignment Due: Teaching Position Statement
Course Outcome A

January 20
Defining the Field
Strickland Chapter 1: Introduction (1-26)
Course Outcome F

January 25
Teaching Reading
Christenbury 5: “The World of Literature: Teaching and Selecting” (122-149)
Daily Assignment Due: Reader’s Autobiography
Case Study: Getting the Interpretation Right
Course Outcome C

February 1
Teaching Reading
Christenbury 5: “The World of Literature: Teaching and Selecting” (150-173)
Daily Assignment Due: Reading Metaphors
Course Outcome C

February 3
Literature Circles
Focus on the work of Harvey Daniels
Course Outcome B

February 8
Literature Circles
Literature circle roles due today
Course Outcome B
February 10
Assigning and Assessing Reading
Strickland Chapter 3: Strategies for Assessment and Evaluation (55-92)
Introduction to Teaching Presentation assignment
Course Outcomes C and E

February 15
Teaching Thinking
Daily Assignment Due: Ten Questions on “The Lottery”
Case Study: The Lesson that Flops
Course Outcome F

February 17
Teaching Thinking
Christenbury 8: “The Craft of Questioning” (239-256)
Course Outcome C

February 22
Unit Planning
Introduction to Unit Plan Assignment
Course Outcome K

February 24
Teaching Shakespeare
Daily Assignment Due: Teaching Idea with Commentary
Case Study: But Is It Shakespeare?
Course Outcome C

March 1
Assigning a Grade
Strickland Chapter 5: Grading (127-149)
Case Study: The Tough Grader

March 3
Student Presentations
Teaching Presentations
Course Outcome C

March 8
Student Presentations
Teaching Presentations
Course Outcome C

March 10
Student Presentations
Teaching Presentations
Course Outcome C
March 15

Teaching Presentations
Course Outcome C

March 17

Teaching Presentations
Course Outcome C

March 22 (Spring Break)

No Class today

March 24 (Spring Break)

No Class today

March 29

Unit Planning
Christenbury 3: “Planning for Your Teaching” (65-93)
Article Review of “Planning for Successful Teaching” by S. Tchudi and S. Tchudi
Course Outcome K

March 31

Teaching Writing
Christenbury 7: “Writing and Rewriting” (209-236)
Daily Assignment Due: A Writer’s History
Course Outcome C

April 5

Six-Trait Writing
Evaluating with the Six-Trait Rubric
Case Study #1: Defending a Grade
Course Outcome E

April 7

Daily Assignment Due: Six-Trait Writing Assessment and Commentary
Course Outcome E

April 12

Teaching Vocabulary and Grammar: Do I have to? Should I?
And will it make any difference, anyway?
Christenbury 6: “Words, Words, Words” (178-208)
Case Study #15 From Grammar to Writing
Course Outcome C
April 14

*Teaching Vocabulary and Grammar: Do I have to? Should I? And will it make any difference, anyway?*

Daily Assignment Due: Article Review on Teaching Grammar
Article Review of “Teaching Grammar in the Context of Writing” by C. Weaver
Course Outcome B

April 19

*Media & Technology: Moving Beyond the Chalkboard*

Christenbury 9: “Media Literacy” (257-273)
Course Outcome C
Various articles on using technology effectively in the English classroom. [These will be provided.]
Case Study: *Stealing Papers from Computers*
Course Outcome H

April 21

Conference Day
Unit Plan Discussions

April 26

Conference Day
Unit Plan Discussions

April 28

TBA / Good Writing Assignments

May 3

Presentation of Unit Plans
Course Outcomes C, D, E, F, I, and K

May 5

Presentation of Unit Plans
Course Outcomes C, D, E, F, I, and K

**Finals Week**: Unit Plans Due @ the start of the final exam period (Tuesday, May 10th, 8:00)