

ENG 320 Methods of Teaching English

Instructor: Tammy Gillmore
Cell phone: (870) 834-0629
Remind: Text @LCMethods to 81010
Email: tammy.gillmore@lyon.edu - tammy.gillmore@southsideschools.org

EXPECTATIONS

Students are to be prepared as the positive professionals they are, who will submit assignments on time, read course materials as assigned, participate in class discussions, respect others, accept differing perspectives, and demonstrate responsibility, tolerance and ethical behaviors.

COURSE DESCRIPTION

Materials, methods, and latest trends in teaching literature and writing. Analysis of test assessments, NCTE standards, and state-mandated requirements, including Arkansas Curriculum Standards and standardized testing. Prerequisite/corequisite: Teaching internship.

STUDENT LEARNING OUTCOMES

At the conclusion of this course, the student will demonstrate the following knowledge and skills:

1. Exhibit understanding of language use and vocabulary, including knowledge of English grammar, usage, syntax, and mechanics; the use of affixes, context, and syntax to determine word meaning; the use of print and digital reference materials; the variations of dialect and diction across regions, cultural groups, and time periods; and knowledge of research-based approaches for supporting language acquisition and vocabulary development. [ELA 4.1-4.5]
2. Exhibit understanding of the effective use of digital media for communication and instruction, including identifying and evaluating appropriate technological tools, utilizing research-based approaches to teach components of writing, and identifying and evaluating research-based approaches to formative and summative assessment of reading, writing, speaking, and listening. [ELA 5.6-5.8]
3. Exhibit knowledge of theory, research, and practice in ELA to plan standards-based, coherent, and relevant literature instruction across genres, periods, forms, authors, and cultures that is appropriate for a diverse classroom, that utilizes authentic assessments, that reflects current research in teaching reading, that facilitates comprehension of print and non-print texts, and that incorporates interdisciplinary teaching methods and materials when appropriate. [ELA 6.1-6.6]
4. Exhibit knowledge of theory, research, and practice in teaching the writing process for a variety of purposes and audiences, including assessment and feedback, strategic use of language conventions, and use of students' home languages in instruction. [ELA 7.1-7.5]

EDUCATION PROGRAM OUTCOMES

Students will demonstrate their ability to utilize liberal arts knowledge, skills, and dispositions by:

1. Demonstrating proficiency in reading, writing, and speaking

2. Demonstrating critical and creative thinking processes
3. Demonstrating ethical professional behavior
4. Demonstrating enthusiasm for teaching and learning
5. Observing and reflecting on classroom observations

TEXTBOOK

Appleman, D. (2015). *Critical encounters in secondary English: Teaching literary theory to adolescents* (3rd ed.). New York, NY: Teachers College Press.

Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* (4th ed.). Portsmouth, NH: Heinemann.

SUPPLEMENTAL TEXT (Optional)

Burke, J. R. (2017). *Your literacy standards companion, Grades 9-12: What they mean and how to teach them*. Thousand Oaks, CA: Corwin.

ADDITIONAL MATERIALS

Additional readings will be posted in Schoology.

ONLINE COURSE RESOURCES

- Schoology: <http://lyon.schoology.com>
 - *[All assignments for this class must be submitted online unless directed otherwise.]*
- [Arkansas State Standards](#)
- Read Write Think: www.readwritethink.org
- English Companion Ning: www.englishcompanion.ning.com
- The National Council of Teachers of English: www.ncte.org

HONOR CODE

All graded work in this class is to be pledged in accordance with the Lyon College Honor Code. The use of a phone for any reason during the course of an exam is considered an honor code violation.

COLLABORATION

While I encourage you to discuss course concepts with your peers, ALL written assignments and exams submitted must be your own work. If outside sources are used, you must cite those sources appropriately.

PROFESSIONALISM

Timeliness and responsibility are important professional attributes. Thus, students are accountable for maintaining a good record of attendance and for submitting assignments on time.

CLASS ATTENDANCE POLICY

Students are expected to attend all class periods for the courses in which they are enrolled. They are responsible for conferring with individual professors regarding any missed assignments. Faculty members are to notify the Registrar when a student misses the equivalent of one, two, three, and four weeks of class periods in a single course. Under this policy, there is

no distinction between “excused” and “unexcused” absences, except that a student may make up work missed during an excused absence. A reminder of the college’s attendance policy will be issued to the student at one week, a second reminder at two weeks, a warning at three weeks, and notification of administrative withdrawal and the assigning of an “F” grade at four weeks. Students who are administratively withdrawn from more than one course will be placed on probation or suspended.

LATE OR MISSED WORK

Assignments submitted after their respective deadlines will be reduced by one letter grade for each late day unless prior arrangements have been made with the instructor. Missed work may be made up only when the absence is for *official* Lyon activities (such as participation in an athletic event, an educational conference, a scholastic competition, etc.) or for a medical or family emergency. (Routine medical appointments should be scheduled around class times.) Appropriate documentation of the reason for the absence must be presented before credit will be awarded for makeup work.

DISABILITIES

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, they should contact the Office of Disability Services in the Morrow Academic Center for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, and/or chronic health disorders. Students can contact Office of Disability Services if they are not certain whether a medical condition/disability qualifies.

Location: Morrow Academic Center

Staff: Danell Hetrick, Director of Academic Support

Email: danell.hetrick@lyon.edu

Telephone: 870-307-7021

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Title IX and Lyon’s policy prohibit harassment, discrimination and sexual misconduct. Lyon encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to Donald Taylor, Title IX Coordinator, or Patrick Mulick, Dean of Students and Title IX Deputy Coordinator, about what happened so they can get the support they need and Lyon can respond appropriately. Lyon is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource (Chaplain, Counselor, or Nurse). As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

PLEASE NOTE: The state of Arkansas, as well as other states, will not issue teaching licenses to convicted felons.

EVALUATION AND GRADING:

1. Critical Reflections: Blog Posts (125 points):

- For this assignment, you will need a professional gmail account through which you will use the blogger app to create your blog.
- Post every week to your professional blog. Ensure that your posts include reflection and sufficient commentary on the topic of your choice that relates to discussions within class or within your internship.
- Comment five times on each of the other class blogs.
- DUE DATES: See Syllabus.

2. Integrated Teaching Unit: Mid-Course Project: (150 points) Choose a classic novel and a young adult text to pair. Model in class three mini-lessons using different methods for these framework areas: writing, reading, speaking. Each mini-presentation must include the use of a different Google App. May either teach/present in or Methods class or Internship class.

- DUE DATE: October 7

3. Portfolio of Methods (100 pts.) – You will research best practices in teaching writing, reading, speaking and listening, and language skills and compile a digital resource with methods, strategies, materials, and assessments for each strand. Guidelines will be provided in a separate handout.

- DUE DATE: November 4

4. Impact of Current Trend on Education (170 points): Research a current trending topic in the teaching of literacy and present findings to the class.

- Write an essay; include a minimum of three sources, one of which must be a primary source.
- Video your modeling this method/trend: 3-5 minute video.
- Present to the class your findings and video, alluding to your resources throughout the presentation.
- Lead a discussion on your topic.
- DUE DATE: November 18

5. In-Class Participation (55 pts)

Total Points: 600

COURSE GRADING SCALE
Total Points Possible = 500

A = 90-100%
B = 80-90%
C = 70-79%

D = 60-69%
F = 59% and below

COURSE CALENDAR

WEEK of	TOPIC	READING ASSIGNMENTS	ASSIGNMENTS DUE
August 19	Course Overview Teaching to Standards	Syllabus Arkansas Curriculum Standards NCTE Standards ISTE-T Standards <i>Your Literacy Standards Companion</i>	
August 26	What We Teach How We Teach Who We Teach	<i>The English Teacher's Companion</i> , Ch. 1-3 Excerpts	Blog 1 Due: August 24 Topic: Why Are You Who You Are? Activity 1: Comment on Blog
September 2	Writing	<i>The English Teacher's Companion</i> , Ch. 4 <i>Your Literacy Standards Companion</i> , Part 2	Blog 2 Due: August 31 Topic: Jim Burke/Chapters 1-4 Activity 2:
September 9	Reading	<i>The English Teacher's Companion</i> , Ch. 5 <i>Your Literacy Standards Companion</i> , Part 1	Blog 3 Due: September 7 Activity 2 Due
September 16	Reading		Blog 4 Due: September 14
September 23	Speaking & Listening	<i>The English Teacher's Companion</i> , Ch. 6 <i>Your Literacy Standards Companion</i> , Part 3	Blog 5 Due: September 21 Activity 3 Due
September 30	Language Study	<i>The English Teacher's Companion</i> , Ch. 7 <i>Your Literacy Standards Companion</i> , Part 4	Blog 6 Due: September 28 Activity 4 Due
October 7	Assessing Student Work Presentation	<i>The English Teacher's Companion</i> , Ch. 8	Integrated Teaching Unit Mid-Course Presentation due
October 14 Oct. 14 Service Day October 15 Mid-Term Grades	Literary theory Multiple perspectives Response-based pedagogy	<i>Critical Encounters</i> , Ch. 1-3	Blog 7 Due: October 12
October 21	Privilege & social class Gender	<i>Critical Encounters</i> , Ch. 4 & 5	Blog 8 Due: October 19
October 28	Postcolonialism New historicism	<i>Critical Encounters</i> , Ch. 6 & 7	Blog 9 Due: October 26
November 4	Postmodern theory Lenses & Learning styles	<i>Critical Encounters</i> , Ch. 8 & 9	Portfolio of Methods Due Presentation
November 11	Critical Encounters	<i>Critical Encounters</i> , Ch. 10	Blog 10 Due: November 9
November 18	Presentation		Impact of Trend on Education
November 23-24	Semester Exam		