





**Readings: Required and Recommended**

**Required:**

Coursepack

**Recommended:**

**NB: Bring 4 copies of each lesson or activity you develop to class to share with colleagues.**

**As you develop your lessons throughout the semester, keep in mind that you must “try out” at least one of the lessons or activities during your preprac experience and report on and reflect about that experience. Be prepared to share your overall evaluation of the lesson with colleagues. Please inform me of your lesson or activity choice.**

**ED 302. 01–English Secondary Methods**  
Course Schedule

Date	Topics and Themes	Requirements
1/13/03	Introduction; assessments; evaluation; lesson plan format; What is reading in the content areas?; theories of reading instruction; student scenarios	<p><b>Due next class (1/27/03)</b>  <b>Journal 1:</b> When and how did you learn how to read? How did you learn how to understand what you read? Respond to the following statement: Some experts believe that teaching reading should be reserved for reading teachers and therefore,  <b>Read:</b> “What Reading Does for the Mind.”  <b>Complete</b> the Phonics Inventory</p>
9/17/01	Relationship between reading, writing, thinking, speaking, and listening; national and state standards; addressing all constituencies; teacher as researcher; “hooking students into text” (aka prereading).	<p><b>Due next class. (9/24/01)</b>  <b>Create a prereading</b> lesson (Follow format of complete lesson plan.) for <i>Walk Two Moons</i> designed for the following audience:  Grade 7  Diverse cultures  Reading levels from 3.0-11.0  <b>Read</b> packet re: Multiple Intelligences and Learning Styles As you design your lesson, consider the information about learning styles and intelligences you have read.</p>

9/24/01	Share prereading lessons; writing to learn; telementoring (Melanie Goldman); Share organizers; process writing or the writing process; criteria for good writing; appropriate ways of evaluating writing; evaluation tools; kinds of writing; peer editing; portfolios. learning styles and intelligences; ESL/bilingual issues.	<p><b>Due next class. (10/01/01)</b>  <b>Journal 2:</b> Evaluate yourself as a reader and writer; provide anecdotal information.  <b>Read 1)</b> "Writing and Evaluating Content Area Assessments." <b>2)</b> "Agents of Literacy Change: Working with Middle School Somali Students"  <b>Develop</b> a comprehensive but student-friendly writing evaluation tool. This tool may be a rubric, rating scale, A-F scale, but you must clearly identify specific criteria for each level of the scale, i.e. your criteria must clearly differentiate between a 4, 3, 2, 1 on a rubric or an A, B, C, D, etc. on an A-F scale. Your evaluation tool must be student- friendly and help the student improve writing skills. Articulate a rationale for the selection of your tool. Then use your tool <b>to rate the two samples</b> provided in class. In other words, "grade" the paper with appropriate comments, as if you were evaluating the writing of your own students.  <b>NO RED PEN! DO NOT CORRECT PUNCTUATION! DO NOT Demean OR RIDICULE THE WRITER! INCLUDE ONLY POSITIVE or INSTRUCTIVE COMMENTS OR ASK CLARIFYING QUESTIONS! THIS IS A FIRST DRAFT. DO UNTO OTHERS....</b></p>
10/1/01	Teaching literary analysis; using visuals and children's literature to nurture development of figurative language; theories of literary criticism interacting with text.	<p><b>Due next class (10/15/01)</b> <b>Read</b> "Nurturing Reflective Judgment through Literature Based Inquiry."</p>
10/15/01	Critical thinking; developing reflective judgment; risk-benefit analyses, dilemma structures; questioning the author; Bloom's Taxonomy; Key questions; scaffolding instruction to address all learners.	<p><b>Due next class (10/22/01)</b>  <b>Read</b> <i>The Giver</i>.  <b>Read</b> <i>To Kill a Mockingbird</i>.  <b>CHOOSE ONE</b> of the following:  <b>Create a literary analysis lesson</b> (Follow complete lesson plan format.) based on either <i>To Kill a Mockingbird</i> or <i>The Giver</i>.  <b>Create a critical thinking lesson</b> (Follow the complete lesson plan format.) based on either <i>To Kill a Mockingbird</i> or <i>The Giver</i>.  The lesson is designed for  Grade 9  Diverse cultures; some ESL  Inclusion  Reading levels 5.0 – 12.00  <b>Read</b> manuscript about developing an integrated curriculum unit.</p>

10/22/01	Share lessons; understanding author bias; relationship between purpose and language; integrated curriculum units; using graphic organizers.	<p><b>Due next class. (10/29/01)</b></p> <p><b>Journal 3:</b> Describe an area of English Language Arts where you are most deficient. Then create a plan of action to address this deficiency.</p> <p><b>Read</b> “Harrison Bergeron.”</p> <p>Using Bloom’s Taxonomy, write 6 questions that move from knowledge to evaluation based on the story “Harrison Bergeron.”</p> <p><b>Create a detailed graphic organizer</b> that outlines an integrated curriculum unit based on a theme in “Harrison Bergeron.” This organizer will include:</p> <ul style="list-style-type: none"> <li>Identification of a <b>central theme</b>.</li> <li><b>Five Key Questions</b> (evaluative)</li> <li><b>Ten activities per Key</b></li> </ul> <p><b>Question</b>—these activities must address <b>English Language Arts, a fine art, science, social studies, math, health or physical education</b> and they must relate to the theme you have selected.</p> <p>These activities do not need to relate to the text specifically, but rather to the theme you have identified.</p> <p><b>Five</b> of the fifty activities must require students to use the Internet, create a web page, send an email, or some aspect of <b>technology</b>.</p>
10/29/01	Share Graphic Organizers; levels of reading comprehension; using newspapers to teach English Language Arts and modes of discourse.	<p><b>Due next class. (11/5/01)</b></p> <p><b>Journal 4:</b> How would you prepare your students to take the English Language Arts subtest of Massachusetts Comprehensive Assessment System (MCAS)?</p> <p><b>Read</b> <i>Things Fall Apart</i></p>
11/5/01	<p>Alternative assessment; MCAS (Sorel Berman; Are state assessments just? Fair? Classist? Racist? Whose standards are they?</p> <p><b>In class: Design</b> a test for <i>Things Fall Apart</i>. Your test must address all levels of Bloom’s taxonomy, must include objective, open-ended items, and at least one performance task. Be sure that the task addresses more than one learning style. Focus on one chapter or an excerpt from the text rather than the entire text.</p>	<p><b>Read</b> <i>Lord of the Flies</i></p>

11/12//01	Teaching vocabulary and grammar; poetry.	<p><b>Due next class. (11/19/01)</b>  <b>Journal 5:</b> What does it mean to teach for social justice? Define your belief about social justice and how this belief translates into your teaching.  <b>Read</b> <i>Lord of the Flies</i>.  <b>Create a vocabulary worksheet</b> that addresses the functional and conceptual meanings of 15 vocabulary words taken from <i>Lord of the Flies</i>.  <b>Create a grammar worksheet</b> that addresses one grammar skill, i.e., parallelism, participles, gerunds, compound-complex sentences, etc. Use text from <i>Lord of the Flies</i>.  <b>Integrate clip art into both worksheets.</b>  <b>Include answers for both sheets.</b></p>
11/19/01	Share vocabulary and grammar activities; responding to “non-print” text; helping students present orally.	<p><b>Due next class.</b>  <b>Read</b> <i>A Lesson Before Dying</i>  <b>Write</b> an articulate, carefully supported expository essay that responds to the following question: In <i>A Lesson Before Dying</i>, who is the teacher and who is the student? Show me your most effective expository prose.</p>
11/26/01	Catch up time.	Portfolios are due next class
12/3/01	Film and literature; in class, collaborative assignment—designing curriculum around a theme in English Language Arts.	<b>Submit your ED 302 portfolio.</b>

## ED 302.01 and ED 302.02

Date	REQUIREMENTS for the BEST POSSIBLE EVALUATION
	All assignments must be completed to “Exceeds Standards.” We will negotiate the criteria for this rating at our first class. This also includes journal entries. “Meets Standards” does not necessarily constitute an “A” for this course.
	All assignments except journals must be typed.
	All lessons, unless otherwise indicated, must follow the Lesson Plan Format.
	Each lesson must be accompanied by a self-evaluation in which you evaluate your work against the criteria negotiated in class. Journal entries do not require self-evaluations.
	Attendance is mandatory (Only one excused absence is permitted with permission.).
	You may rewrite, revise, redo or modify any assignment you submit as many times as you need or desire. Rewrites are due <b>one week</b> after they are returned to you. If there are truly mitigating circumstances, we will chat.
	Learning is a process. We are “all works in progress”—a draft that improves as we learn and change. My door is most always open. I will help you any way I can. Please visit.

### Final Portfolio

At the end of the semester on the last day of class, you will submit a final portfolio that includes the following pieces:

- 1) A piece or pieces that show(s) **definite change and growth over time.**
- 2) A piece that shows revision—not revision in editing, but **revision in thinking and conceptualization.**
- 3) A piece that shows your understanding of and **learning about teaching the writing process** via telementoring.
- 4) A piece that you consider your **very best work.**
- 5) A piece that shows **careful reflection.** This could be a journal entry, a lesson, a reflection about a lesson, etc.
- 6) A piece that is your **best journal entry.**
- 7) A piece that you consider your most **original, unique, different, or unusual** work.
- 8) Each piece must be accompanied by a **rationale** describing
  - a) why it is an example of the criterion,
  - b) why you selected the piece,
  - c) what you learned about yourself as a teacher and a learner from completing the piece, and
  - d) what you would change and how you would change it.
- 9) At the end of the portfolio, include a self evaluation that must include a) an **evaluation of the portfolio**—what you deserve as a “grade” and why, and b) an **evaluation of your overall performance in this class**—what you deserve as a “grade” and why.

Weighting of assessments:

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|----|--------------------------|-----|
| 1) | Lessons, etc.:           | 65% |
| 2) | Telementoring Reflection | 10% |
| 3) | Portfolio:               | 15% |
| 4) | Journals                 | 10% |