

Dr. Francine K. Richter

English 4316

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Office: MAB 112A

MONDAY/WEDNESDAY

Teaching Language Arts 13463 ENG 4316:001

2:00 pm - 3:15 pm MW MAB 208

OFFICE HOURS: Fall 2014

MONDAY/WEDNESDAY

10:00 a.m.--2:00 p.m.

3:15 p.m.—4:00 p.m.

TUESDAY/THURSDAY

11:00 a.m.—12:30 p.m.

1:45 p.m.--4:00 p.m.

FRIDAY

10:00 a.m.—2:00 p.m. and by appointment

"Statistically, the probability of any one of us being here is so small that the mere fact of our existence should keep us all in a state of contented dazzlement." Lewis Thomas

SYLLABUS

EDUCATOR STANDARDS FOR ENGLISH LANGUAGE ARTS

English Language Arts and Reading 7—12 Standard I

English language arts teachers in grades 7—12 know how to design and implement instruction that is appropriate for each student, reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), integrates all components of the English

language arts (i.e., writing, reading, listening/speaking, viewing/representing) and is based on continuous assessment.

Assessment:

Class Discussion of Chapter Two--"The Students We Teach"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "The Students We Teach"--500 words minimum, Ariel 12-point font, MLA heading and header. Include a discussion of designing and implementing instruction that is appropriate for each student and include your own knowledge of the TEKS. How does continuous assessment work?

Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Two.

English Language Arts and Reading 7—12 Standard II

English language arts teachers in grades 7—12 understand the processes of reading and teach students to apply these processes.

Assessment:

Class Discussion of Chapter Eleven--"Teaching Literature"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Teaching Literature"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the "Reading Literature," "Reader Response Theories, and "Implementing the Response Theories" sections.

Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Eleven

English Language Arts and Reading 7—12 Standard IV

English language arts teachers in grades 7—12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Assessment:

Class Discussion of Chapter Ten--"Selecting Literature"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Selecting Literature"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on diverse types of literature and the value of literature as a source for exploring and interpreting human experiences.

Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Ten

English Language Arts and Reading 7—12 Standard V

English language arts teachers in grades 7—12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

Assessment:

Class Discussion of Chapter Eight--"Writing for Learning"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Writing for Learning"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on writing as a recursive, developmental, integrative and ongoing process. How would you as a teacher provide students with opportunities to develop competence as writers?

Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Eight

English Language Arts and Reading 7—12 Standard VII

English language arts teachers in grades 7—12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Assessment:

Class Discussion of Chapter Seven--"Understanding Grammar"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Understanding Grammar"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the structure and development of the English language and how you would provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Seven

English Language Arts and Reading 7—12 Standard VIII

English language arts teachers in grades 7—12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Assessment:

Class Discussion of Chapter Five: "Oral Language: The Neglected Language Arts"-- in *Teaching English in Middle and Secondary Schools*, Fourth Edition, by Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall.

Essay assignment for "Oral Language: The Neglected Language Arts"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on understanding oral communication and how you provide students with opportunities to develop listening and speaking skills.

Be prepared to read your essay to the class.

Multiple Answer, Multiple Choice, and True/False Test over Chapter Five

English Language Arts and Reading 7—12 Standard IX

English language arts teachers in grades 7—12 understand how to interpret, analyze and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

SEMESTER PROJECT: Make an Interactive Web Site (Blog) for a course you teach. Introduce yourself and describe the course and all of the reading/classroom activities that you will utilize. Assume we are your students and the Web site will be viewed by our parents, guardians, our other teachers, and/or friends. You must include the use of "rich media"--the use of audio and video--(ANIMOTO for the video) and feature our best work. EACH STUDENT WILL RESPOND TO EVERY OTHER STUDENT'S WEB PAGE.

SUBMITTING WORK:

1. Type all work using ONLY Arial12-point font.

2. Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.
3. Always give your work a title.
4. I cannot give credit for work posted late.
5. Always use MLA headings on your work and no cover sheets
6. After they are assigned, essays are always due before the next class period.
7. The Essays are a MINIMUM of 500 words each.

USE SPELL CHECK AND GRAMMAR CHECK.

GRADES: There will be a quiz every week over the previous week's reading in *Teaching English in Middle and Secondary Schools*.

Objectives

Upon successful completion to this course, students ought to be able to:

1. describe and assess their own and others' writing thoroughly and astutely; (assessed by in-class reading and discussion of weekly essays)
2. recognize the structures of writing at all levels (sentence, paragraph, whole piece); (assessed by weekly essays)
3. incorporate formal and informal research into their writing more fluently (assessed by the creation of a personal website Semester Project)
4. apply a rich variety of writing and thinking processes to their writing tasks; (assessed by in-class discussions, weekly essays, and Semester Project)
5. produce more effective writing than ever before; (assessed by weekly essays)
6. gain some knowledge of composition theory and how to apply it (assessed by quiz questions and in-class discussions)
7. approach writing with greater confidence and zest. (assessed by weekly essays)
8. improve skills in communication in order to succeed in a global society (assessed by reading personal essays and in-class discussions)
9. demonstrate a knowledge of the writing process: gathering, organizing, writing, rewriting and publishing. (assessed by weekly essays and written exams)
10. write using a variety of styles. (assessed by weekly essays and written exams)

11. master the basic techniques for improving the quality of writing (assessed by quizzes and weekly essays)

Assessments for English 3316

Speaking and listening appraisals, such as clear and thoughtful communication, discussion and audience communication skills—oral presentations in person or on video when the course is on the Web

Reading evaluation, including insight and engagement, critical thinking and understanding of linguistic and structural presentations—Multiple Answer Quizzes with “Why” questions, which include material from Panoptic lectures and Course Documents Articles/Lectures

Writing assessment, including communication, organization and structure skills—Essays, Semester Paper, and Essay Exams

This class is subject to all the policies stated in the SRSU Catalog and Student Handbook.

Plagiarism is defined as identifying someone else's words as if they were your own creation. This can range from submitting a paper written by someone else as if it was your own work to copying words or sentences from someone else without putting them in quotation marks and properly citing the source. Plagiarism can also mean using someone else's ideas without acknowledging that person as the source. Plagiarism is considered a serious academic and legal offense in our culture. Penalties for plagiarism can range from a failing grade on the assignment to expulsion from the university. The course instructor can determine the penalties of failure for the assignment to failure of the course. The university disciplinary committee determines penalties of suspension or expulsion.

1. Come to every class well-prepared and ready to work, to share your writing, to talk and to listen. Respond to your classmates' ideas and writing thoughtfully.
2. Read every assignment with pen (or computer) in hand. Write responses.
3. Do your research carefully and enlighten us with your writings.
4. Experiment openly and honestly with the writing techniques presented in the class. Evaluate them fairly and honestly in your process writing.
5. Use what you are learning. Avoid falling back into old habits just because they are familiar.

6. Start working on your papers as soon as the assignment is clarified, but let them evolve as you keep learning. Develop ideas that you think deserve your best attention to writing. Take advantage of the selection and revision in the portfolio both by experimenting early on and daring to do substantial new work as part of revising later on.

7. Throughout the semester, keep part of your attention on preparing a portfolio containing an informative and factual history of your semester's work. This means that you need to keep track of your work.

Textbook: *Teaching English in Middle and Secondary Schools*, 4th ed. By Rhoda J. Maxwell and Mary Jordan Meiser, Pearson/Merrill/Prentice Hall, 2005. ISBN: 0-13-114007-8

For English Language Arts Methods Courses for Grades 6-12

With continuing attention to constructivist theory and reflective practice, this text offers a comprehensive, realistic, integrated approach to teaching English language arts to middle and secondary school learners. In the fourth edition, content has undergone major reorganization and chapters have been significantly rearranged. The text now begins by asking prospective teachers why they want to teach language arts, and finishes by taking them into their first classrooms. Individual chapters on specific language arts are linked through a common focus on the reality of the language arts classroom, the responsibilities of the language arts teacher, and the means to meet these responsibilities through thoughtful, reflective, holistic teaching.

Constructivist teaching techniques are based on constructivist learning theory. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of methods claim to be based on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate and verbalize the new knowledge.

Week One: August 25-27

Chapter One—"Becoming a Teacher"

Choose one of the sets in Chapter One (listed below) to respond to—500 words minimum, Ariel 12-point font, MLA heading and header "A Teacher--Why?"

“As a Teacher, I Will . . . “

“I Remember You”

“If You Had a Teaching ‘Fairy Godmother’”

“The Best of Me”

Week Two: September 1-3

Quiz over Chapter One

Chapter Two—“The Students We Teach”

Essay assignment for “The Students We Teach”—500 words minimum, Ariel 12-point font, MLA heading and header. Include a discussion of designing and implementing instruction that is appropriate for each student and include your own knowledge of the TEKS. How does continuous assessment work?

Week Three: September 8-10

Quiz over Chapter Two

Chapter Three—“Understanding Curriculum, Instruction, and Planning”

Choose one of the “Questions for the Ben Franklin Unit” in Chapter Three on pp. 69-70 to respond to—500 words minimum, Ariel 12-point font, MLA heading and header.

Week Four: September 15-17

Quiz over Chapter Three

Chapter Four—“Understanding Language, Teaching About Language”

Choose one of the “Explorations” in Chapter Four on p. 116 to respond to—500 words minimum, Ariel 12-point font, MLA heading and header

Week Five: September 22-24

Quiz over Chapter Four

Chapter Five—“Oral Language: The Neglected Language Arts”

Essay assignment for “Oral Language: The Neglected Language Arts”—500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on

understanding oral communication and how you provide students with opportunities to develop listening and speaking skills.

Week Six: September 29-October 1

Quiz over Chapter Five

Chapter Six—"Teaching Composition"

Choose one of the "Explorations" in Chapter Six on p. 238 to respond to—500 words minimum, Ariel 12-point font, MLA heading and header

Week Seven: October 6-8

Quiz over Chapter Six

Chapter Seven—"Understanding Grammar"

Essay assignment for "Understanding Grammar"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the structure and development of the English language and how you would provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Week Eight: October 13-15

Quiz over Chapter Seven

Chapter Eight—"Writing for Learning"

Essay assignment for Chapter Eight: "Writing for Learning"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on writing as a recursive, developmental, integrative, and ongoing process. How would you as a teacher provide students with opportunities to develop competence as writers?

Week Nine: October 20-22

Semester Projects are due.

Week Ten: October 27-29

Quiz over Chapter Eight

Chapter Nine—"Writing Research Papers"

Go to the "Exploration" in Chapter Nine on p. 312 to respond to—500 words minimum, Ariel 12-point font, MLA heading and header

Week Eleven: November 3-5

Quiz over Chapter Nine

Chapter Ten—"Selecting Literature"

Essay assignment for "Teaching Literature"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the "Reading Literature," "Reader Response Theories, and "Implementing the Response Theories" sections.

Week Twelve: November 10-12

Quiz over Chapter Ten

Chapter Eleven—"Teaching Literature"

Essay assignment for "Teaching Literature"--500 words minimum, Ariel 12-point font, MLA heading and header. Especially focus on the "Reading Literature," "Reader Response Theories, and "Implementing the Response Theories" sections.

Week Thirteen: November 17-19

Quiz over Chapter Eleven

Chapter Twelve—"Evaluating English Language Arts"

Go to the "Exploration" in Chapter Twelve on p. 421 to respond to—500 words minimum, Ariel 12-point font, MLA heading and header

November 26-28, Wednesday-Friday

Thanksgiving Day holiday (Begins after the last scheduled class meets on Tuesday, November 25)

Week Fourteen: November 24

Quiz over Chapter Twelve

Chapter Thirteen—"Developing Units"

Go to the "Exploration" in Chapter Thirteen on p. 466 to respond to—500 words minimum, Ariel 12-point font, MLA heading and header

Week Fifteen: December 1-3

Quiz over Chapter Thirteen

Chapter Fourteen—"Your Starting Role: Student Teacher"

FINAL EXAM: Chapter Fourteen

December 3, Wednesday Last class day before finals

December 4 and 5, Thursday-Friday Dead Days

December 8-11, Monday-Thursday Final Exams

December 13, Saturday Fall Commencement, Pete P. Gallego Center, 10 a.m.

SEMESTER PROJECT: Make an Interactive Web Site (Blog) for a course you teach. Introduce yourself and describe the course and all of the reading/classroom activities that you will utilize. Assume we are your students and the Web site will be viewed by our parents, guardians, our other teachers, and/or friends. You must include the use of "rich media"--the use of audio and video--(ANIMOTO for the video) and feature our best work. EACH STUDENT WILL RESPOND TO EVERY OTHER STUDENT'S WEB PAGE.

How to Make a Website:

Register domain

Install Wordpress

Register and host with Bluehost.

Use WordPress as a CMS (content management system).

For Bluehost, log into the control panel, and scroll down to Software/Services and click on WordPress.

Follow the instructions.

GRADING SCALE:

Quizzes 100 points each

Essays 100 points each

Semester Project 200 points

Final Exam 100 points

Ten points will be taken off the final grade for each absence during the semester.

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203