INSTITUTION AND SCHOOL:
The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE’s commitment to “Education for Transformation” produces graduates who:

1) demonstrate excellent knowledge, judgment, and skills in their professional fields;
2) promote equity of educational opportunity for all learners;
3) collaborate with other educators, parents, and community representatives to support educational excellence;
4) use inquiry and research to address educational challenges; and
5) possess the collaborative capability to transform relationships among people in schools, mobilizing them to accomplish purposes they value.

INSTRUCTOR INFORMATION:
John Brown, Ed. D., Lecturer
Office: OLS541 (Tues: 2-4PM & Thurs: 3-4PM)
Location: O’Leary 325
Telephone: OFFICE: 978-934-4656  CELL: 508-265-6382
E-mail: jbrown4343@gmail.com, John_Brown@uml.edu
Website: http://nexus504.wikispaces.com/Curriculum+%26+Teaching+English
Class Meetings: Thursday 4:00 p.m. to 6:30 p.m.

COURSE OVERVIEW / RATIONALE
The purpose of this course is to prepare preservice teachers for the content-specific dimensions of their practicum. The course is designed not only to develop pedagogical skills but to encourage prospective English teachers to examine their own beliefs, expectations, and dispositions about the nature of the discipline, the practice of teaching, the process of learning, and the nature of the learners.

REQUIRED READING

Suggested Readings and Resources


COURSE GOALS
Students are expected:

1. to develop a philosophy of literacy instruction in order to guide their teaching
2. to demonstrate understanding of approaches to teaching secondary English, such as literary analysis, rhetorical instruction and critical thinking
3. to demonstrate understanding of various classroom assessment techniques
4. to compare and contrast different forms of literary assessment such as portfolios, interviews, product analyses, teacher-made tests, and observation
5. to develop lessons designed to help students demonstrate understanding of standards found in the Common Core of Learning
6. to teach lessons, develop lesson plans, develop rubrics, assess learning, and confer with students.

EXPECTATIONS
Students are expected to come to class fully prepared to discuss assigned readings and assignments. In addition, students are expected to participate in projects and discussions and to submit written assignments as noted.

COURSE REQUIREMENTS

1. **Online forum (20%)** For most sessions, you will respond in writing to an audience of your peers (secondary teachers of English language arts) to ideas and issues raised in the assigned reading for the week. Responses may be no more than 400 words. You are to post your responses on www.quicktopic.com. I will demonstrate how this site works in the first class meeting. Postings to the forum are due by Tuesday at noon so classmates will be able to read them in time to respond to them by Thursday noon.

   Each student will write one posting (400 words max.) and respond to one or more postings (200 words max.).

   To receive full credit on each OLF (online forum) you should engage with the reading by, for instance, connecting the text to your own experience, analyzing or evaluating the arguments in the text, examining how your beliefs about the practice of teaching intersect with the text and/or extending the ideas in the text. You should also reflect the text accurately, cite relevant excerpts from the reading, follow the conventions for proper academic prose, and post the work on time. A rubric for assessing the OLF will be provided on the course website.

DUE: See Course Schedule

2. **Teaching a Lesson (20%)**
   Using a video clip or other non-print media, you will engage middle or high school students in an ELA lesson that requires them to make connections between the curriculum and society (Milner et al., 2011 p.340-344). Build a lesson plan around the non-print media you chose that shows middle or high school students how to use specific reading strategies (Milner et al., 2011 p.125-
127) to analyze, interpret and evaluate this non-print text. First, you must select a CCL standard you want to teach toward. Second, you will convert that standard into an objective. Third, decide what evidence (assessment data) will indicate the students met the objective. Fourth, select a video clip or other non-print media that will help you teach this lesson. Fifth, you will design a learning activity. Sixth, you will design an assessment. Seventh, you will write the lesson plan. Eighth, you will teach that lesson to (our) class, and we will be your students.

You will be required to write a lesson plan (Milner et al., 2011, p.452-468) that follows a lesson plan template that:

• includes objectives connected to the State Curriculum Frameworks or Common Core
• shows that you understand the media’s influence on culture and people’s actions.
• includes various learning activities that will help students think critically about the media and then interpret that media so that they may express those interpretations orally and in written form.
• uses a variety of approaches including direct instruction, small group work and class discussion.
• addresses the needs of ELLs* as well as students on IEPs.

The lesson must end with an assignment that will serve as a formative assessment (Milner et al., 2011, p.418-419). Your students can start the assignment in class and then finish it for homework or as a bridge to the next class session. You will have only 40 minutes to teach your lesson. That will be followed by ten minutes of debriefing.

A rubric for assessing the lesson will be provided on the course website.

**A handout will be provided on the course website that addresses WIDA Standards.

DUE: See Course Schedule.

3. Chapter Presentations (10%) On designated weeks one student will present on the chapters due that week. That student will also provide a one to two page handout for each member of the class, covering the keys points of those chapters. The student will have 20-30 minutes to present the highlights of that week's chapters. Then there will be ten minutes for a discussion, Q&A or activity. You may concentrate, specifically on one area, topic, method, issue, theory or aspect of the chapters. But, you must be inclusive and comprehensive as well. The use of technology such as Powerpoint, Prezi, YouTube, iMovie etc. is encouraged. A rubric for assessing the presentation will be provided on the course website.

DUE: See Course Schedule.

4. School Visitation Reports (20%) As a class we will visit a local school to observe one or more English teachers where we can see teaching and learning in all its gritty glory. You will write a 2-3 page report that details what you learned about teaching English from the visit. A rubric and report guidelines will be made available to the class on the website. Students will also be given the name of a teacher working in a school to observe and then teach with. This will involve observing that teacher, planning with that teacher and teaching with that teacher. Students will also generate a 2-3 page report on that experience. A rubric for assessing that report will be provided on the course website.

Due: TBA

5. Assessment Design (10%) You are required to design an assignment, test or performance assessment that you would use in an English classroom. The assessment should be constructed in such a way that it evaluates whether students learned a specific skill or content area. It will be linked
to an objective that is aligned with a CCL standard. It should include information about grade and ability levels. It should also include criteria for how a score or grade will be generated, such as a rubric. You will share your assessments with the class on Week 12. A rubric for grading the assessment will be provided on the course website. Due: Week 12.

6. **Common Core of Learning Presentations** (10%) The Common Core standards are the foundation for lesson planning and implementation in the classroom. Each of you will be assigned a Common Core topic and present the class with a lesson plan (not teach it) that addresses the standards for that area. Treat your classmates as colleagues in a professional development workshop. Your presentation can be as simple or complex as you feel is necessary, but must include a handout that gives a brief overview of the standards for both Middle and High School, as well as your lesson plan. Each presentation will be 15-20 minutes long. A rubric for assessing the presentation of a lesson plan will be provided on the course website. Due: See course schedule.

7. **Participation** (10%) Students are expected to participate fully in class discussions, class projects and activities, and (as middle or secondary students) in simulated lesson presentations. Students are expected to ask questions about teaching, about the readings and to share their thoughts and feelings about teaching English. A rubric for assessing participation will be provided on the course website.

**Category Weights**
Online Forum 20%
Lesson 20%
Presentations 10%
Visitation Reports 20%
Assessment Design 10%
Common Core Presentation 10%
Participation 10%

**Grade Ranges**
A+ 100-98
A 97-94
A- 93-90
B+ 89-87
B 86-83
B- 82-80
C+ 79-76
C 75-70
F 69-0
<table>
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| Week 1 (Sept 5) | Introductions – Welcome to the course  
Course overview, Assignments  
Who is the instructor?  
Who are the students?  
- Example of how to write the OLF.  
- Design course rubrics |
| Week 2 (Sept 12) | **ONLF Due**: Milner 14 & 10, Russell 3                                            |
| Week 3 (Sept 19) | **ONLF Due**: Milner 1 Gere 1 Russell 1  
- Chapter Presentation  
- ELA Lesson  
- CCL LP |
| Week 4 (Sept 26) | **ONLF Due**: Milner 2 Gere 2 Russell 2  
- Chapter Presentations  
- ELA Lesson  
- CCL LP |
| Week 5 (Oct 3) | **ONLF Due**: Milner 3 Gere 3  
- Chapter Presentations  
- ELA Lesson  
- CCL LP |
| Week 6 (Oct 10) | **ONLF Due**: Milner 4 Gere 4 Russell 4  
- Chapter Presentations  
- ELA Lesson  
- CCL LP |
| Week 7 (Oct 17) | **ONLF Due**: Milner 5 Gere 5 Russell 9  
- Chapter Presentations  
- ELA Lesson  
- CCL L |
| Week 8 (Oct 24) | **ONLF Due**: Questions for the panel  
Teacher Panel Discussion |
| Week 9 (Oct 31) | **ONLF Due**: Milner 6 Gere 6 Russell 6  
- Chapter Presentations  
- ELA Lesson  
- CCL LP |
| Week 10 (Nov 7) | **ONLF Due**: Milner 7 Gere 7 Russell 7  
- Chapter Presentations |
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| 11 (Nov 14) | **ONLF Due:** Milner 8 Gere 8 Russell 8  
• Chapter Presentations  
• ELA Lesson  
• CCL LP |
| 12 (Nov 21) | **Assessment Project Due:**  
Assessment Presentations  
Milner 13 Gere 9 Russell 5 |
| 13 (Nov. 28) | Thanksgiving Break |
| 14 (Dec 5) | **ONLF Due:** Milner 9 Gere 10 Russell 10  
• ELA Lesson  
• Course Evaluations |

**ONLINE PARTICIPATION**
The use of email, gforms and gdocs to submit assignments is a course expectation. The online forum is also an expectation that requires internet access. Other web-based communication tools will be explored.

**PROFESSIONALISM**
This is a professional training course. As teachers of English, you are expected to demonstrate professional standards in your reading and writing. Papers and assignments are to be professionally prepared – typed and edited in accordance with the *Publication Manual of the American Psychological Association*, Sixth Edition.

Work must be completed and submitted on time. Extensions may be available when requested at least 24 hours in advance of the deadline. Absence from class does not automatically result in an extension.

LATE WORK WILL LOSE 10 POINTS / DAY LATE.

WORK MORE THAN TWO WEEKS OVERDUE WILL NOT BE ACCEPTED.

Professional persons are both punctual and reliable. Unexcused tardies and absences will result in a lower course grade. Professional persons also listen actively in meetings and speak succinctly without dominating the conversation. Colleagues know how to disagree respectfully.