University of Maryland  
College of Education  
Department of Teaching Learning Policy and Leadership

EDCI 640-Trends in Secondary School Curriculum: English

Fall 2011  
Tuesday, 5:15-8:15 pm- Laurel College Center

Instructor: Dr. Kathleen A. Travers  
KATravers15@gmail.com  
Office hours by appointment

“The test of literature is, I suppose, whether we ourselves live more intensely for the reading of it.”  
-Elizabeth Drew

Overview of the Course

This course is the second English Methods Course in the MCERT Program and it focuses on the teaching of literature. Three purposes shape the ideas for this course. First, the course will help you to better understand and become fluent in the roles and responsibilities of a Secondary English Teacher in a public school setting. Second, it is designed to encourage you to consider multiple perspectives, cultural diversity, different learning styles and how to differentiate your lessons, to develop authentic assessments and media extensions beyond texts, and other important aspects of teaching English. Third, to participate in creating a strong professional commitment to your discipline and to your colleagues and to better understands the process of becoming a teacher leader.

Intern Learning Goals

*To create and sustain learning environments that promote respect for, and support of individual differences of ethnicity, race, language, culture, gender, and ability. (NCTE 4.4, INTASC 2, 9, Emerging Commitments Equity and Diversity, Internationalization, Responsible for Ethical Action; Conceptual Framework Curriculum, Social and Cultural Contexts).

*To acquire and demonstrate the dispositions, skills, and pedagogies needed to integrate the knowledge of English language arts, students, and teaching. (NCTE 4, 4.1, 4.2, 4.3).

*To demonstrate knowledge of, and uses for, an extensive range of literature including print and non-print media (NCTE 3.5).
*To develop skills in planning and assessments involved in teaching English (NCTE 4.10)

*To demonstrate a knowledge of English Education theory and practice including planning, implementation, reflection, and differentiation of instruction. (NCTE 3.7)

**Requirements**

**Class Participation and Attendance:**

You are expected to attend all scheduled classes and to participate actively in all discussions. You are also expected to be a collaborative participant in all of the work in class. Our discussions serve as a place where you can sharpen thinking, test your ideas, exchange insights and perceptions, and contribute towards each other’s learning and growth.

**Course Assignments:**

**Blau Chapter Presentation-October 4-November 1**

*(NCTE 2.3, 2.4, 3.1, 3.3, 3.5, 3.7, 4.1, 4.2, 4.4, 4.5, 4.8; INTASC 4, 5, 9; Emerging Commitments: Reflection, Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Pedagogy, Subject Matter, and Learners).*

Working in a group of three you will be expected to lead our class in a lively and meaningful discussion around one of the chapters from *The Literature Workshop*. Your group will be asked to create an activity based on a piece of literature (not the one used in the Blau text) that will engage the class and will incorporate some of the ideas discussed in the chapter. Each group will have approximately 35 minutes to present their chapter.

**Mini Teaching Lessons-September 20-October 4**

*(NCTE 2.1, 2.2, 2.3, 2.5, 3.5, 3.7, 4.1, 4.5, 4.7; INTASC 4, 5, 8, 9; Emerging Commitment: Reflection, Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Pedagogy, Subject Matter and Learners).*

Each of you will teach a fifteen minute Mini Lesson on a Secondary English Topic of your choice. You should consider a topic that is relevant to all of us and to furthering our understanding of Secondary English Education. You will be required to submit a lesson plan to everyone and you will be expected to provide feedback to your English Colleagues. We will create a class assessment for critiquing these lessons.
Teaching Lessons - October 11 - November 8

(NCTE 2.1, 2.1, 2.3, 2.4, 3.1, 3.2, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, 4.7, 4.8, 4.9; INTASC 1, 2, 3, 4, 5, 7, 8, 9, 10; Emerging Commitment Equity and Diversity, Internationalization, Reflection, Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, Learners, Curriculum, Social and Cultural Contexts, and Technology.

Each of you will teach a thirty-minute lesson to the class. Your lesson should include an engaging activity based on current English curricula and should incorporate a piece of literature. Prior to teaching your lesson in class on Tuesday you will need to send your lesson plan (per TPAC guidelines) and any other information you want us to know. If you would like us to read a selected work please include it with your lesson plan and send it to us on the Monday before our class. After you have taught your lesson everyone in the class will write you a letter with their feedback on your lesson, your plan, and any other suggestions they might have for you. You will then read and synthesize this feedback and present it to the class the following week in about a five-minute presentation.

Final Project - Lessons Learned from the Classroom Dramatization: Finding Your Voice and Becoming an English Teacher - November 29 - December 6

As your final project you will be asked to share your teaching in the fall semester and the lessons you have learned about your students, the curricula, your school, and any other lessons you have learned about becoming an English Teacher in the Secondary Schools. In groups of three you will each create a dramatization of your lessons learned. Emphasis will be placed on a creative and original dramatization. Each dramatization should be about twenty minutes. You will also be asked to individually submit a one to two page reflection of our semester and the lesson you have learned as a teacher.

(NCTE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5 4.6, 4.7, 4.8, 4.9, 4.10; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; Emerging Commitments Equity and Diversity, Internationalization, Reflection, Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, Learners, Curriculum, Educational Goals and Assessments, Social and Cultural Contexts, and Technology.

Class Field Trip: Literature Based - Dates To be announced

(NCTE 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 4.3, 4.4, 4.7; INTASC 4, 5, 9, 10; Emerging Commitments Internationalization, Reflection, Innovation and Creativity, Responsible and Ethical Action, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, and Social and Cultural Contexts.)
Expanding upon your knowledge of your content, of teaching, of students, and of the vibrant resources of our local area you will be divided into two teams to arrange and fully coordinate two Saturday Field Trips for the entire class. The first field trip will be during the fall semester and will have a literature-based theme. We will elaborate more on these field trips including the exact dates and scope of this assignment in class. The second field trip will take place next semester and will focus on writing.

*Teacher Reflective Journal—September 2011-May 2012*

*(NCTE 2.3, 2.4, 3.1, 3.5, 3.7, 4.8, 4.10; INTASC 1, 2, 3, 4, 5, 6, 7, 8; Emerging Commitments Reflection, Responsible and Ethical Action, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, and Social and Cultural Contexts.)*

Each of you will be expected to keep a teacher journal throughout the entire year. Your journal will include your reflections about your placement, your teaching, your students and their learning, your teaching our readings and class discussions, the teaching lessons you observe, your work in the program, writing prompts, creative pieces and other relevant thoughts.

**Grading**

Each assignment will be weighted according to the following breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>15</td>
</tr>
<tr>
<td>Blau Chapter Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Mini Lesson</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Lesson</td>
<td>25</td>
</tr>
<tr>
<td>Final Project</td>
<td>20</td>
</tr>
<tr>
<td>Field Trip</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Journal</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Required Texts:**


Please join NCTE. [http://ncte.org](http://ncte.org) As part of the requirements of the course please sign up for the *English Journal* [http://www.ncte.org/pubs/journals/][ej]

Additional readings throughout the semester will be posted on Blackboard or distributed in class.
Accommodations:

If you have a documented disability or other learning need and you would like accommodations, please let me know.

Code of Academic Integrity:

Students are expected to honor the code of academic integrity for the University of Maryland (http://www.shc.umd.edu) on all matters pertaining to class participation and fulfillment of class expectations.

Please Note: You will find a complete and more detailed list of all standards in this syllabus on our EDCI640 Blackboard cite.