EDCI 640 – Secondary English Pedagogy II
Trends in Teaching English/Language Arts
University of Maryland, College Park, Fall 2008

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High Point High School
Monday, 5:30-8:30
Room 201A

Overview of the Course
This course is the second English Methods Course in the Master’s Certification Program. The primary objective here is to assist novice teachers in developing their teaching craft in conjunction with their field experience in the secondary classroom. Further, teachers will become familiar with current theory and practice in the teaching of English -- and with the range and complexity of teaching in today’s secondary school.

As a result of completing this course, students will:
1) gain broader knowledge of the roles and responsibilities of a secondary English/language arts teacher in a public school;
2) reflect upon – and question – current practice and begin to form their own identities as classroom teachers;
3) gain familiarity with county-mandated curricula in use in their classrooms, as well as Maryland Core Learning Goals, Voluntary State Curriculum goals, and Maryland Teacher Technology Standards;
4) investigate relevant educational theories of teaching and learning in an urban setting;
5) explore the teaching of literature and language in the ELA classroom;
6) incorporate current forms of technology into the ELA classroom;
7) build strategies for managing today’s diverse classroom;
8) scrutinize methods of student assessment to ensure optimal learning for all;
9) gain confidence in their communication and interaction with parents, administration, and other school personnel;
10) tap into resources available through professional organizations, such as NCTE;
11) prepare fully for Praxis testing; and
12) begin the professional portfolio required for successful completion of the internship and master’s certification.

Course Texts
Please do not run out and buy all these books right away! We’ll be using Smith and Marzano the most, so they’re the two you should purchase. Check the others out of the library, perhaps, or pool money with some of your classmates to purchase a copy to share; look them over to see if you’d find them a valuable addition to your personal resource library. I, personally, have found them to be helpful, and we’ll be referencing them in class. There will be required reading from some of them, but if you can get it done without having to lay out big money, that’s good. If you decide to buy them, that’s good, too.


A Good Praxis Prep Book
Course Requirements

Attendance and Class Participation (25%)
You will be expected to attend all classes and actively participate in class discussion. Your participation is not only important for your own learning, but also for the learning of your colleagues. Our discussions will be a forum to explore your own ideas and beliefs, to sharpen your thinking, to develop a sense of your own teaching style, and to exchange insights and perceptions with your peers. We are all active learners in the classroom, respecting each others’ points of view. Over the semester, the active participation of all will enrich the learning of all.

Assigned Reading (15%)
At the conclusion of each class session, you will be given the reading assignment for the following week. Do not be surprised if you are given a short quiz on the material.

Lesson Preparation and Presentation (25%)
You will be asked to prepare and present 2 lessons to your colleagues, all using one text or material from your own county’s required curriculum. The first will be presented from a Reader-Response theoretical perspective to an on-level comprehensive group of students; the second should be differentiated for a special needs class: an inclusion class, an honors class, or the like. You’ll do these back-to-back, in the same class session, 15-20 minutes each. Within your lessons you will utilize one of the specific research-based instructional strategies detailed by Marzano, et al. Special emphasis should be placed on incorporating technology into your lessons. It is hoped that this assignment will present no “extra work” for you beyond what you will already be carrying out in your own classrooms. Written lesson plans are to be turned in.

Student Learning Project (35%)
During the semester, you will develop and implement a lesson or unit for use in your own classroom that clearly shows evidence of student learning. Details of this project will be discussed in one of our classes early in the semester. The project itself, as well as a short presentation of your findings, will be due on the last night of the course.

Course Outline
Each week, the opening of class will be devoted to your personal classroom reflections and needs. What is working? What is not? What is troublesome? What insight can you lend to your peers? What have you observed in your mentor or in observing other teachers that you definitely want to incorporate into your own teaching…or that you definitely do NOT want to incorporate into your own teaching? What questions or issues do you want to discuss – about any aspect of your classroom experience?
Next, we will move into the assigned reading for the week, and discussion will continue around that, with special consideration of how the “theory” in the reading is relevant and applicable (or not) to what you are doing in the classroom.
We will round out the evening with lessons – either I will be sharing lesson ideas of mine or you will be presenting yours to each other.
**Projected Course Schedule** (subject to adjustment, as necessary!)
Sept. 8: Introductions; syllabus review; “Best of and Worst of” your internship so far;
The Essential Four-point Foundation of your Success.
Readings for next week: 1) county curriculum and reading list for the grade level
you teach; 2) Smith, pp. 135-159

Sept. 15: Point I: Curriculum; curriculum/reading list comparison/discussion;
Point II: “Proper Planning Prevents Poor Performance.”
Reading for next week: Smith, pp. 3-18: Everyone!
Smith, pp. 20-41: ________________________________
Smith, pp. 54-79: ________________________________
Smith, pp. 80-103: ________________________________
Smith, pp. 163-198: ________________________________
Smith, pp. 200-213: ________________________________
Kelley, pp. 95-126: ________________________________
Thompson, pp. 341-366: ________________________________
Thompson, pp. 369-397: ________________________________
Wong: pp. 141-193: ________________________________
Prepare a 10-minute synopsis of your reading assignment to present to the group.

Sept. 22: Point III: Classroom Management: useful handouts; practical tips; healthy
perspective
Jigsaw reports from the management readings.
Reading for next week: Marzano, Chapter 1
Appleman, Chapter 3

Sept. 29: Point IV: Effective Instruction: Marzano’s Research-based instruction &
Appleman’s Reader-Response Theory
Lesson Presentation 1: ________________________________
Reading for next week: Marzano, Chapter 2
Appleman, Chapter 3
Praxis Prep Book

Oct. 6: Praxis discussion & practice; Marzano: Identifying Similarities & Differences
Lesson Presentation 2: ________________________________
Student Learning Project Guidelines
Reading for next week: Marzano, Chapter 3
Praxis Prep Book

Oct. 13: Marzano: Summarizing & Note-Taking; Remember Everything you Read;
Praxis Pointers
Lesson Presentation 3: ________________________________
Reading for next week: Marzano, Chapter 4
What to Expect during Observations

Oct. 20: Marzano: Reinforcing Effort & Providing Recognition; Motivating Students;
Praxis, Portfolio, & PBA Guidelines
Lesson Presentation 4: ___________________________________________
Reading for next week: Marzano, Chapter 5

Oct. 27: Marzano: Homework & Practice; Successful Parent Conferences
Lesson Presentation 5: ___________________________________________
Reading for next week: Marzano, Chapter 6

Nov. 3: Marzano: Nonlinguistic Representations; Driving Miss Data: Assessment, grade books, HSA, MD Core Learning Goals and Voluntary State Curriculum goals, report cards, bell curves, and pressure from the administration
Lesson Presentation 6: ___________________________________________
Reading for next week: Marzano, Chapter 7

Nov. 10: Marzano, Cooperative Learning; NCTE? What’s in it for ME?
Lesson Presentation 7: ___________________________________________
Reading for next week: Marzano, Chapter 8

Nov. 17: Marzano, Setting Objectives & Providing Feedback
Lesson Presentation 8: ___________________________________________
Reading for next week: Marzano, Chapter 9

Nov. 24: Marzano, Generating and Testing Hypotheses; Ethics and Responsible Use of Technology in the Classroom
Lesson Presentation 9: ___________________________________________
Reading for next week: Marzano, Chapter 10

Dec. 1: Marzano, Cues, Questions & Advance Organizers; Monahan, Teaching Reading; playing catch-up, tying up loose ends;

Dec. 8: Student Learning Projects/Presentations Due