EDCI 416: Curriculum and Instruction in Secondary Education: English
General Education DSSP (Scholarship in Practice)
Fall Semester 2014, University of Maryland, College Park
Room 3315 Benjamin, Monday, 8:30 am - 10:15 am

Instructor: Peggy Wilson (pwilson@umd.edu) Office Hours: Mon, 10:30-12
Lab Instructor: Khara Schonfeld-Karan (kschonfeldkaran@gmail.com)

Course Description:
EDCI 416 provides an introduction for prospective secondary English/language arts,
speech, and theater teachers – and for those interested in secondary English educational
issues – into the basic concepts, debates, orientations, and processes that shape the
teaching of English for diverse students in schools. Candidates explore their own
perspectives in relation to local and national trends; they develop basic understanding of
teaching skills through guided laboratory teaching experience.

The course is divided into 3 modules: 1) Course Readings, Assignments, and
Discussion; 2) Field Experience; and 3) Teaching Lab. Details on each are provided
below. There will also be a mid-term and a final exam, assessing knowledge related
both to the readings, assignments, and field & lab experiences and to the application
of that knowledge to issues in learning and teaching English. See class schedule for
exam dates.

Learning Outcomes for EDCI 416
(those in bold apply directly to the DSSP component of the course)
By the conclusion of this course, students will demonstrate:

1) their ability to relate their personal perspectives to historical and current
   professional perspectives on what English is as a subject and what English
   teachers do; (InTASC 5; CF 4; NCTE 3.1-3.7)
2) their awareness of differing attitudes and beliefs on selected issues in the
   teaching of literature, language, and writing – and of the type and quality of
   research and practitioner experience that support particular views, including
   an ability to critique existing applications of scholarship in order learn
   from past successes and failures; (InTASC 5; CF 1; NCTE 2.1-2.6)
3) their ability to select, critically evaluate, and apply relevant areas of
   scholarship as related to secondary English classrooms; (InTASC 5; CF 7;
   NCTE 3.1-3.7)
4) their ability to analyze and reflect on English teaching practice (their own and
   others’ – both live and on video) using a flexible analytic framework for
   teacher performance assessment, in the process demonstrating an ability to
   collaborate in order to bring about a successful outcome; (InTASC 10; CF
   4; NCTE 4.1-4.10)
5) their knowledge of and abilities to implement, in laboratory settings, basic
   practices in English teaching, with special emphasis on concept and process
   explanations, forms of discussion, and small group learning activities;
   (InTASC 6, 7, 8; CF 5, 7; NCTE 4.1-4.10)
6) their ability to articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising, and perfecting; (InTASC 5, 7; CF 7; NCTE 4.1-4.10)

7) their ability to select/create coherent lessons in English instruction, including identifying/selecting meaningful goals and objectives, selecting learner- and context-appropriate content and materials, identifying and sequencing different learning activities to support scaffolded, coherent instruction, identifying assessment options to understand learner progress during instruction and achievement at the end of planned instruction, and identifying features of classroom management and organization that support the planned instruction; (InTASC 1, 2, 3, 6, 7, 8; CF 5; NCTE 4.1-4.10)

8) their knowledge of a repertoire of instructional activities in three phases of the teaching cycle (engagement/entering, encountering/exploring, and responding/extending) as related to the teaching of literature, language, and writing; (InTASC 6, 8; CF 5; NCTE 4.1 – 4.10) and

9) their knowledge of professional resources that support English teaching and teachers, including colleagues and peers, as well as printed, conference-based, and web-based resources from local school districts and the Maryland State Department of Education. (InTASC 9, 10; CF 6,7; NCTE 2.3)

**Required Texts:**


**Recommended Texts:**


Thompson, Julia G. (2002). *First Year Teacher’s Survival Kit.* San Francisco: John Wiley & Sons, Inc.


And get a good Praxis prep book!
As part of your secondary English teaching certification, you must pass Praxis test 5039 for English Content Knowledge, AND test 0624 for Pedagogy.

**Course Assessments**

**I. The Three Modules**
1) Readings, Assignments, and Discussion (40% of course grade) (InTASC 4,9; CF 5,7; NCTE 3.1-3.7)
   a. an essay in which you describe and explain what you believe an outstanding English teacher knows and is able to do – your understanding of what makes a good English teacher (10%);
   b. analysis of a video of an English teacher engaged in teaching (10%);
   c. unit plan on the novel/text/theme of your choice (15%); and 
   d. classroom discussion and submission of discussion questions based on assigned readings (5%).

2) Field Component (15% of course grade) (InTASC 3,5,8; CF 2, 7; NCTE 4.1-4.10)
   Includes attendance log, 3 formal classroom observations, interviews with teacher and students. Please see pages 7 & 8 for a detailed description of the field component.

3) Teaching Laboratory (20% of course grade) (InTASC 6,7,8; CF 5; NCTE 4.1-4.10)
   Includes lab attendance, written lesson plans, presentations, response journals.  
   Please see pages 6 & 7 for a detailed description of the teaching lab component.

**II. Mid-term and Final Exam**
5) Mid-term (10% of course grade) and Final Exam (15% of course grade) (InTASC 4, 9; CF 7; NCTE 3.1-3.7)
   Also: You will be required to pass a test on Standard English usage with a minimum of 80%. This is not a course requirement, but a Maryland State certification requirement.

**Class Schedule**
The regular class meeting will be on Monday mornings, with ALL students attending.
Some of these will be on-line this semester, as indicated in the weekly schedule below.
Students have also selected one lab group session; the Wednesday morning lab will meet in room 3315 Benjamin from 8:30-10:15, and the Monday afternoon lab will meet in Knight Hall (journalism building), room 1103, from 2:30-4:15. We’ll discuss this at our first meeting on September 8th.

**Wednesday, 9/3:** NO LABS MEET THIS WEEK.
Monday, 9/8: 8:30 a.m. ROOM 3315 BENJAMIN. ALL STUDENTS ATTEND THIS SESSION! Syllabus and course requirements; introductions. Overview of field and lab components. NO LABS MEET THIS WEEK.

HOMEWORK FOR 9/15: Read Milner chapters 1 & 2, “Envisioning English” and “Organizing Instruction.” Draft at least 2 questions/comments/reactions to each chapter, to be turned in at the start of each Monday morning class.

Monday, 9/15: Attitudes inventory; paired “History of English” activity; group discussion/lecture notes on Milner chapters 1 & 2: “Envisioning English” and “Organizing Instruction.”

MONDAY LAB begins today in Knight Hall, 1103, 2:30-4:15. Discussion of lab logistics: lesson presentation procedures, video recording, peer commentary/feedback, lab response journals, and the unit plan.


Wednesday, 9/17: Wednesday lab group begins. Discussion of lab logistics: lesson presentation procedures, video recording, peer commentary/feedback, lab response journals, and the unit plan.

Monday, 9/22: Review of attitudes inventory; the “four lenses” for analyzing teaching and for preparing lessons for the teaching lab; sample lesson plan.

MON & WED LABS: Poetry interpretation, subsequent discussion

HOMEWORK for 9/29: Read Milner chapter 14, “Planning the Lesson.” Draft and bring at least 2 questions/comments/reactions to the chapter to our next Monday’s class on 10/6. Prepare lesson for your first lab presentation next week. Over the semester, complete the field assignments for submission on Monday, December 1st.

Monday, 9/29: No face-to-face meeting today. I will send you the link to a video this morning. Using the 4 lenses we have been discussing, analyze the lesson itself and all that goes on from the time students enter the classroom. Submit your response to Peggy no later than 12:00 noon. NO MONDAY LAB TODAY.

WED LAB: Three/four literature lessons, commentary and feedback.

HOMEWORK FOR 10/6: Continue with assigned readings; skim the Rick Smith book, *Conscious Classroom Management*; begin preparing your literature lessons for lab.

Monday, 10/6: Group discussion of chapter 14 questions; the impact of “standards” on classroom instruction; review of various published standards, including MSDE, Common Core, and NCTE; the impact of classroom management on planning – and vice versa.

LABS THIS WEEK: Three/four literature lesson presentations, commentary and feedback. Those who present will complete Lab Response Journal #1.

HOMEWORK for 10/13: Read Milner chapters 5 & 7, “Responding to Literature” and “Opening Texts.” Draft your discussion questions.
Monday, 10/13: Group discussion of chapters 5 & 7; three phases of the teaching cycle and their relation to lesson planning, encouraging and enabling young readers.
   LAB: Three/four literature lessons, commentary and feedback.
   HOMEWORK for 10/27: Read Milner chapter 3, “Centering on Language” and Delpit, pp. 3-69 for the Monday class on 10/27. Students who presented in lab, prepare Response Journal.

Monday, 10/20: MID-TERM EXAM – No face-to-face meeting today. I will be sending the exam electronically at 8:30 a.m. Please submit your paper to me by email no later than 10:15 a.m.
   LAB: Continue lesson presentations and response journals.

Monday, 10/27: Group discussion and notes on Milner chapter 3 and Delpit readings; “Knowledge of Standard English Language Usage” test.
   LAB: Last of literature lessons, start of language lessons, commentary and feedback.
   HOMEWORK as applicable: Students who presented in lab prepare Response Journal. Prepare lab lessons on language.

Monday, 11/3: Review of usage test; connection between language and writing instruction; impact of Common Core standards on language/grammar instruction; strategies for effective vocabulary instruction.
   LAB: Three/four language lessons, commentary and feedback.
   HOMEWORK for 11/10: Read Milner Chapter 11, “Inspiring Writing” and Milner Chapter 12, “Enabling Writing.” Prepare response questions.

Monday, 11/10: Group discussion/notes on writing, Milner chapters 11 & 12; practice with analyzing student writing samples.
   HOMEWORK for 11/17: Read Milner chapter 13, “Evaluating Learning;” assess student writing samples, to be turned in along with scoring rubric you have prepared and a written commentary on the process; prepare lessons on writing for lab presentations.

Monday, 11/17: Turn in your “graded work,” along with the written reflection about the process; group discussion/notes on chapter 13; assessment, data-driven instructional decisions.
   LAB: Completion of language/writing presentations, with subsequent discussion.
   HOMEWORK: Stay current with Lab Response Journals and lesson plan preparation for lab, as applicable.

Monday, 11/24: No face-to-face meeting today. This period should be used to complete your unit plan AND field assignments, all of which are due Monday, December 1st.
   LAB: No lab meetings this week
   HOMEWORK for 12/1: Continue work on unit plan, field assignments, lab response journals, as applicable. Enjoy a lovely Thanksgiving holiday this week!
Monday, 12/1: Guest speaker panel…successful new teachers, grads of our program, who recently sat just where you sit today, “…so you can know NOW what they know NOW, but didn’t know THEN and wish now that they had…” ALL FIELD ASSIGNMENTS DUE TODAY.

LAB: Will meet only if there are remaining lessons to be presented.

Monday, 12/8: FINAL EXAM

Teaching Lab Component (20% of course grade)

The EDCI 416 Teaching Lab Component focuses on practice in the design, implementation, and analysis of teaching in the English language arts. The purpose of the lab is to support your initial experiences and experimentation with teaching in a safe, non-threatening setting with a live audience. Practice is important in the development of most professionals, and we think it is important for prospective teachers, as well, as they begin to learn the art and science of their profession.

The teaching lab experiences will give you an opportunity to practice fundamental teaching roles in an environment that is less complex than what you will have in school settings. In the teaching lab you will engage in peer teaching opportunities; your peers will be students when you are practicing with certain teaching strategies, and you will be a student when they are practicing. The teaching lab is NOT intended to function as “performance” class in the conventional sense; it is an experimental lab where you are encouraged to try new things, step outside of your safety zone, and even fail in individual attempts. No one is expected to deliver consistently-polished performances; this is not a show. You will be evaluated for effort and consistent participation in the process of becoming reflective practitioners of teaching, and for your ability and willingness to help others do the same.

It is important to recognize, too, that your instructor understands that teaching in the lab setting is not the same as teaching in an authentic classroom. However, the lab gives you the opportunity to explore ideas for teaching and practicing English language arts without the worry that you will somehow do harm to students if a lesson doesn’t go well. You (we) will learn from each example, whether it goes well or not, and in the process, begin to build and extend your understanding of, and skills in, teaching.

Lab Format – For each lab session, students will be expected to have prepared (and be ready to implement) a short lesson (12-15 minutes in length) on a topic in that aspect of the English curriculum that is the focus for that session. Lesson plans are to be prepared ahead; copies are to be provided for the instructor and for each member of your lab group, either as paper copies brought to class or shared electronically before class. After the lesson, there will be a debriefing where the instructor and class members discuss their observations of and reactions to the lesson, as well as any other related issues.

Lab Requirements: 1) Attend all lab sessions, whether or not you are presenting that day; your earnest and full participation will ensure a positive experience for you and
your lab colleagues. 2) Submit your detailed lesson plan to all members of class, either a paper copy or electronically-submitted copy. 3) Maintain a Lab Response Journal. You should comment in the journal about your reactions to learning in the lab session as a whole, both through your own presentation and those of your colleagues. You should use the analytic lenses we will discuss in class as a foundation for your commentary. This should be submitted to your lab leader no later than 48 hours after your personal presentation. 4) In groups of 3 or 4, prepare and submit to your lab instructor a two-week unit plan for a book or text from the approved school curriculum.

Field Component (15% of course grade) and FINGERPRINTING INFORMATION

Candidates complete a minimum of 30 hours of field observation/activity at a cooperating Professional Development School; priority is placed on school sites that serve diverse student populations and have a commitment to collaborating with the university in preparation of beginning teachers. While there are some specific requirements (see below), the intent is to provide candidates with a very flexible opportunity to see and experience English teaching as a prospective professional.

Specific Requirements:
1) Candidates maintain a participation log which documents the hours and activities on site; final log should be signed by you and by your hosting teacher.
2) Candidates complete three (3) detailed lesson observations, with reflective analysis. For each, provide a brief description of the students in the class and the goals for instruction, a detailed anecdotal record of what took place during instruction; and a follow-up reflection, using the four lenses framework for analysis.
3) Candidates complete the “English Teacher Interview” and write a reflective commentary. (Protocols provided on our Canvas site.)
4) Candidates complete the “English Student Focus-Group Interview” with a small group of students at the school and write a reflective commentary. (Protocols provided on our Canvas site.)
5) DUE MONDAY, DECEMBER 1ST.

Prince George’s County Public Schools

Criminal Background Check Processes/Procedures

PGCPS Fingerprinting Office website:
http://www1.pgcps.org/humanresources/index.aspx?id=44362

• If any part of your internship is in Prince George’s County Public Schools (PGCPS), you will be required to obtain a criminal background check directly through PGCPS.
• If you access the url above, you will find links to two forms that you can print out, complete, and bring with you to the fingerprinting office.
• Go to the Fingerprinting Office, which is located at 14201 School Lane, Room 131, Upper Marlboro, MD 20772.
• Call 301-952-6775 to verify that hours of operation are Monday through Friday, 8:00 a.m. to 4:00 p.m (Closed for lunch, 12-12:30) [NOTE: 6/20/2011-8/8/2011 the office will be open Monday through Thursday only]. If you don’t get through on the phone line for an appointment, please go to the office for a walk-in fingerprinting session.
• There is a $63.82 charge for processing the fingerprint and background check, which may be paid by cash, money order, VISA, DISCOVER or MASTER CARD. Personal checks are not accepted.
• A government issued photo ID also will be required. Your University of Maryland identification card will not be accepted.
• After being fingerprinted, you will be issued a receipt.
• Have a copy of the receipt available to present at the main office on your first day of placement.
• KEEP MULTIPLE COPIES OF THE RECEIPT FOR YOUR RECORDS AND BE PREPARED TO PROVIDE A COPY OF THE RECEIPT AT YOUR PLACEMENT IF REQUIRED.

Note: If you were fingerprinted for PGCPS in recent semesters you may be able to return to PGCPS for this semester without getting fingerprints done again, provided you can present to the school a copy of the receipt that you received at the time of your first fingerprinting.

Relevant Student Policies

Religious Observance: The University of Maryland policy “Assignments and Attendance on Dates of Religious Observance” provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.” We are a diverse community and enroll students of many religions; pursuant to policy, we will do what we can when there are students’ requests for excused absences and make-up test requests due to religious observances. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule-adjustment period.

Honor Code: The University is one of a small number of universities with a student-administered Code of Academic Integrity and an Honor Code. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Students should write the following signed statement on the top of each examination or assignment:

“I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”
Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park and extension center campuses.

**Individual Needs Accommodation:** The University is legally obligated to provide appropriate accommodation for students with documented disabilities. In order to ascertain what accommodations may be needed, students with disabilities should inform the instructor of their needs at the beginning of the semester. The instructor will then consult with Disability Support Services (301-314-7682). DSS will make arrangements with the student to determine and implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their academic life; should that condition pertain to you, you are encouraged to consult with the Counseling Center (301-314-7651) for expert help.

**Course Evaluation:** Students are strongly encouraged to complete the on-line course evaluations sent by the University at the close of the semester. Your opinions and thoughts are highly valued; your input is vital for the continued improvement of course offerings.

**Course Assistance:** If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their counselors can help with time management, reading, math, note-taking, and exam prep, all free to UM students.