



### **Course Outline**

#### **EDUC 4053 – English Language Arts at the Secondary Level II**

Instructor: Dr. Patrick Howard

Office: School of Professional Studies

Telephone: 563 1300

E-mail: patrick\_howard@cbu.ca

Office hours: 11:30am – 2:30pm Monday, Tuesday, and Thursday or by appointment

Course Schedule: Tuesdays, 8:30 – 11:30 am

Classroom: CE 320

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#### **Course Overview**

This course is the second of two methodology courses on teaching English language arts at the middle and secondary levels. In this course, you will focus on the formation of core beliefs and an underlying philosophy to guide your teaching. EDUC 4053 also explores the nature of pedagogy in the English Language Arts, the prescribed provincial curriculum and effective teaching strategies in writing and representing, literature, critical media literacy, assessment in the language arts and lesson and unit planning. This course has two primary purposes: 1) to provide an opportunity for you to articulate your vision of yourself as an English teacher and the implications of that vision and 2) to engage you in developing instructional theories and practices that will help you to enact that vision. We will explore what it means to be a teacher of literacy in the 21st century - not only the practical concerns of how to run a class, but also ethical and theoretical concerns.

This course, EDUC 4153 English Language Arts at the Secondary Level II, builds on the content and skills introduced in EDUC 4151, and should be considered a continuing course of study towards becoming a teacher of Secondary English Language Arts.

#### **Course Objectives**

This is a methodology course; each student in the B.Ed (Intermediate/Secondary) must complete two methodology courses that correspond to their undergraduate major and minor subject areas. This course prepares students in the B.Ed (Intermediate/Secondary) program to become effective teachers of English Language Arts. The class will be comprised of students

who have devoted a considerable amount of study during their undergraduate degree to English Language Arts.

On completion of this course pre-service teacher candidates will demonstrate the following:

- An understanding of the changing nature, principles and competing theories of language and literacy learning in the intermediate/secondary grades
- An understanding of the nature of the intermediate/secondary learner and the inclusive and generative literacy practices based on a sensitivity for the pedagogical relationship
- An understanding of the interrelated process of literacy learning specifically as it pertains to reading and viewing, speaking and listening, writing and other ways of representing
- A knowledge of the Atlantic Canada Essential Graduation Learnings, the Nova Scotia Program of Studies and its use as a planning guide in the delivery of the intermediate/secondary English Language Arts curriculum
- A knowledge and skilful use of teaching strategies in intermediate/secondary English Language Arts
- An understanding of and practical skill in authentic assessment of and for learning in intermediate/secondary English Language arts
- An understanding of the process model of teaching writing and development of strategies to implement a student -centered writing program in the middle and secondary classroom
- An understanding of the increasing dominance of media in the lives of students and the development of strategies that will allow students to take a critical stance in relation to media.
- A commitment to reflective practice and continuing professional development in the Language Arts classroom

### **Topics**

1. The Guiding Theories and Principles of Language and Literacy Teaching and Learning
2. Nova Scotia Program of Studies for English Language Arts and the Atlantic Canada Education Foundation Common Curriculum Framework: Planning Instruction with Curriculum Support Documents and Resources
3. Theories and practice of the teaching of writing and other ways of representing
4. Teaching the classics and challenging the canon in the middle and secondary classroom
5. Issues of censorship
6. Teaching Shakespeare and drama
7. The place of non-fiction the middle and secondary classroom
8. Other ways of Representing; Visual, Graphic, and Media Communication
9. Assessment in Language Arts

## 10. Lesson and Unit Planning

### Required Texts

The following texts are available on- line, will be distributed in class or available on reserve in the library.

[http://www.ednet.ns.ca/index.php?t=sub\\_pages&cat=17](http://www.ednet.ns.ca/index.php?t=sub_pages&cat=17)

Active Readers 7-9. Assessment Resource. Young Adolescents (2005)

English Language Arts. Grades 10 -12.

English Language Arts. Grades 7 -9.

Foundation for APEF. English Language Arts Curriculum. (1996).

(Many of the documents on the Nova Scotia Education website are available by mail free of charge or may be downloaded for free- other documents are available on EdNet and are password protected. A Username and Password will be made available to students who request them as part of their course research.)

### Assignments and other Course Requirements

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| <b>1. Research on the Teaching of Writing/Representing</b> | <b>20%</b> |
| <b>2. Writing Portfolio</b>                                | <b>35%</b> |
| <b>3. Final Reflection Paper</b>                           | <b>15%</b> |
| <b>4. Lesson Planning and presentation</b>                 | <b>20%</b> |
| <b>5. Professionalism/Contributions/ Course Readings</b>   | <b>10%</b> |

**The descriptions below are brief and more detailed descriptions will be given in class in the form of a handout.**

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| <b>1. Research on the Teaching of Writing/Representing</b> | <b>20%</b> |
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The goal of this assignment is to familiarize you with the professional and research publications available to you as a teacher of literacy. You will read a book about a salient topic in the teaching of writing or representing.

If the book is lengthy, 300-500 pages you may choose to present 4 or 5 of the most relevant chapters in the book.

Instead of a book, you may also choose to read 6 research articles. Articles should be fairly recent-this decade- but there may be exceptions if an article is especially relevant or represents important research.

You will present your findings.

## **2. Writing Portfolio**

**35%**

- A. teachers who read for pleasure and who write personal, expressive pieces are better able to understand the challenges faced by students as they attempt to express their thoughts on paper or respond to what they have read. A large focus of the course will be on the teaching of writing through a writing workshop approach and you will be expected to immerse yourself in the writing process and reflect on that process.

You will create a portfolio of writing that includes all the writing done in class and outside of class. All drafts of pieces, conference notes and peer feedback will be included. Your portfolio will be a place to take risks and experiment with subject and form.

A text that conforms to “Other Ways of Representing” will also be a part of your portfolio.

Four complete and polished pieces are required. In addition you will compile a list of possible topics for further writing. We will explore opportunities for authentic publication.

- B. You will compose a reflective paper that chronicles your journey in and through writing. Your focus will be on the composition of the writing portfolio as you reflect on your past experiences with writing. Also, you will consider how the experience of producing your portfolio fits with the experience of being a teacher of writing.

## **3. Final Reflection Paper**

**15%**

During our last class you will be given time to reflect upon the course content. You will be given a choice of questions and/or prompts concerning the challenges and promises of teaching. You will be asked to reflect on what you have learned about teaching ELA in the secondary classroom. You will be asked about your personal learning goals that will better prepare you for the realities of the secondary classroom.

**4. Professionalism & Contributions****10%**

Teacher candidates will come prepared to all classes and actively participate in whole and/or small group tasks and discussions as required. This requires that all readings for each class are done, any graphic organizers assigned are submitted, and that teacher candidates are prepared to discuss and apply this material.

- Coming to all classes on time; using your laptop appropriately during classes
- Actively participating in whole and small group tasks and discussions
- Participating in any Moodle exercises
- Completing all assigned readings, graphic organizers for each class and being prepared to discuss and apply the material
- Conducting yourself as a professional teacher in training by informing the instructor prior to unavoidable absences
- Professionally communicating questions, concerns, and required needs to the instructor
- Checking emails and making submissions

**5. Lesson Plan/ Teaching Strategies/ Connections to Curriculum Documents****20%**

You will develop a detailed lesson plan and the strategies you would employ to engage the middle or secondary school learner. You will show the specific curriculum outcomes on which you will focus throughout the lesson.

There will time allotted for you to share your lesson plan and any resource materials you develop in the planning of the lesson.

A brief proposal will be submitted for approval and comment.

**A Note on Grades**

*Grades in the range of 90-100 indicate work that is of exceptional quality that represents achievement that is quite rare; all course outcomes are met and exceeded. Grades in the range of 80-89 reflect a level of achievement that is excellent and indicate a high degree of sustained effort and a demonstration of mastering most course content and skills. A grade in the 70 -79 range communicates a good effort with many course concepts and skills being mastered and an acceptable quality of course work being produced. A 60 -69 grade range is reserved for satisfactory work with most core course outcomes being met. Grades in the 50 -59 range indicate a limited demonstration of understanding of core course outcomes while grades below 50 communicate that the core course outcomes have not been met by the student.*

## Attendance

The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities.

Because the course is experiential in focus, and because assignments will draw from in-class activities and discussion, failure to attend regularly and/or on time will have an adverse effect on your course grade.

Please notify me by e-mail or leave a message on my phone if you must miss a class for compassionate reasons, illness or religious observances. Consistent with University policy on evaluated tasks, I require acceptable documentation if assignments/evaluated tasks are missed due to absence. Students are responsible for any missed materials and when acceptable documentation is received a mutually acceptable alternate arrangement for evaluation will be made. Penalties may be incurred unless alternate arrangements are made prior to the student's absence.

## Code of Student Behaviour

All students should read carefully the section in the University calendar pertaining to "Ethical Behaviour in Academic Matters". This information can be found at:

[http://www.cbu.ca/cbu/Calendar/Calendar\\_2007\\_2009/pdfs/calendar\\_07-09.pdf](http://www.cbu.ca/cbu/Calendar/Calendar_2007_2009/pdfs/calendar_07-09.pdf)

Please be respectful of the instructional space with regard to cell phones, music players, notebook computers or any other device that may be distracting for you, your colleagues or me. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

## Course Schedule and Tentative Plan

### Term 1

Week	Date	Chapter/Article
Week 1	Sept 10 <sup>th</sup> – 14 <sup>th</sup>	EDUC 4153 Course Syllabus, Evaluation and Expectations Design and creation of Writing Portfolio Introduction to Elements of Graphic Design Reading: Learning to Teach Writing
Week 2	Sept 17 <sup>th</sup> -21 <sup>th</sup>	Introduction to the Writing Workshop Initial Writing Activity Reading : Challenging the Canon

Week 3	Sept 24 <sup>th</sup> - Sept 28 <sup>th</sup>	Other Ways of Representing <b>Decide on Non-Fiction Text</b> Reading: Assaying Non-Fiction
Week 4	Oct 1 <sup>th</sup> – 5 <sup>th</sup>	<b>Decide on Writing Text to Present</b>
Week 5	Oct 8 <sup>th</sup> – 12 <sup>th</sup>	Non Fiction Reading: Making Media Matter
Week 6	Oct 15 <sup>th</sup> -19 <sup>th</sup>	Digital media <b>Presentation on Non- Fiction Text</b>
Week 7	Oct 22 <sup>th</sup> – 26 <sup>th</sup>	<b>Presentations on Teaching of Writing Book</b> Reading: Inspiring and Enabling Writing
Week 8	Oct 29 <sup>snd</sup> – Nov 2nd	Reading: Lesson Planning
Week 9	Nov 5 <sup>th</sup> – 9 <sup>th</sup>	<b>Presentation of Lesson Plans</b>
Week 10	Nov 12 <sup>th</sup> – 16th	<b>Observation Week in the Schools</b>
Week 11	Nov 19 <sup>th</sup> - 23 <sup>rd</sup>	Chapter 13: Evaluating Learning <b>Presentation of Lesson Plans</b>
Week 12	Nov 26 <sup>th</sup> – Nov 30 <sup>th</sup>	Chapter 15: Becoming a Complete Teacher <b>Final Reflection Paper</b>

### Final Note

This syllabus is only a plan. While we will adhere to the major goals, many of the topics, activities and discussions are negotiable. It is my hope that this course will meet your specific needs. I want to allow you to explore your vision of teaching, and share my vision of teaching with you. I trust my vision will be compelling and you will give it the attention that I will be giving yours.