



Course Outline

EDUC 4151 – English Language Arts Methods at the Middle and Secondary Level

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Office hours: by appointment
Course Schedule: Wednesday 12:50 pm – 3:50 pm
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Department of Education Mission Statement

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

A Core Focus on Education for Sustainability (EfS)

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). Our vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues and local priorities. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well.

Course Overview

This course is the first 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. The course also explores the nature of pedagogy in the English Language Arts, the prescribed provincial curriculum and effective teaching strategies in oracy, literature, poetry and reading. 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.

The second course EDUC 4153 English Language Arts at the Secondary Level II will build on the content and skills introduced in this course, 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
- An understanding of how the principles of EfS can be achieved through a re-orientation of a literacy curriculum to teach for the values of sustainability including the knowledge, the values and skills as they relate to issues of environment, equity and economy
- 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 potential of young adult literature to enhance literacy in the intermediate and intermediate/secondary classroom
- 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. Understanding the Pedagogical Relationship
4. Language Development and the Middle and Secondary Learner
5. The Nature of Learners: Learning Styles and Differentiated Instruction
6. Developing Oracy: Developing Oral Strategies to facilitate Language Learning
7. Responding to Literature and Place based Pedagogies
8. Poetry and the Middle and Secondary School Learner

Required Texts

Roy, Philip. (2013). *Me and Mr. Bell*. Sydney, NS: Cape Breton University Press.

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

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

English Language Arts. Grades 10 -12. (1997).

English Language Arts. Grades 7 -9. (1997).

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 .)

Assignments and other Course Requirements

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

Given the compressed time frame of the course, you should be aware that reading assignments and workload will be concentrated and that due dates and assignments will come up very quickly. Please let me know immediately if you are experiencing unusual difficulties with respect to due dates.

1. WITOT: Who is the One Teaching?

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Rationale: "Awareness in teaching often comes first by teachers becoming aware of their beliefs, which are largely artifacts of their histories as students." (Bainbridge, Heydon, Malicky, 2008.) This assignment will enable teacher candidates to engage in the reconstruction of their own experiences as individual literacy learners, to conduct a critical analysis of their literacy history to date, and consider implications for classroom practice.

Your Task: Create a visual representation of the significant events/influences/experiences, and 'high/low' points in your own literacy history to date. Use the *Invitation to Reflection 1-1* (provided on p. 2 of your reading) to *think critically* about your graphic map. Prepare to present and discuss your map with your colleagues in class during the second class in Week 2.

2. Moodle Posts and Graphic Organizers

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Rationale: Having opportunities to discuss, share and create meaning from the text readings allows for students to synthesize and create relevancy of the material in a collaborative and safe environment. Discussion prompts and questions will be posted on the course Moodle site and you will be given the chance to respond individually and also comment on the posts of other students to facilitate a discussion on what you have read.

Graphic Organizers are a means to demonstrate your engagement with the course readings, assist you in summarizing and synthesizing what you have read and getting credit for the course reading you do. Graphic Organizers will be made available for you to complete for selected reading and you will post these to Moodle.

Your task: The directions for posting to Moodle can be found on the course site. Remember that 'quantity' is not a determining factor in the creation of a high quality post. Try to keep your posts concise or even break your posts into smaller more accessible posts. The idea guiding the posts is discussion and long posts can be onerous to read.

Summarize and synthesize your reading by creating a graphic organizer that indicates key words, terms, definitions and insights you have gleaned from the reading assignment. Avoid full sentences and exposition.

3. Professional Reading and Research:

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Rationale: 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 research an issue in Language Arts teaching and learning using at least three (3) articles from recent publications.

Your task: Based on your research you will prepare an academic paper with properly formatted references and citations.

4. Young Adult Literature:

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Rationale: There is a rich and varied body of YA literature that allows for engaging and challenging literature to support and supplement what is found on curriculum lists. You will be given an opportunity to design learning tasks for a YA fiction book that reflects the principles of place based pedagogies and help achieve learning outcomes associated with EfS. We will share the curricula we develop in class.

Your task: You will design a series of learning tasks and activities that serve as basis of instruction for a novel study based on a YA fiction title *Me and Mr. Bell – Philip Roy*.

5. Final Reflection Paper:

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Rationale: Reflection on your learning allows for an opportunity to consolidate key concepts and make important connections. Reflection also is a space for growth and evaluating our strengths and the challenges we feel we may still have.

Your task: 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.

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 with the School of Education office staff 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

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

DATE	TOPIC	READINGS/REMINDERS
Wednesday, May 7 th	Introductions Course syllabus – Evaluation Journals "Who is the One Teaching?" (WITOR?) Competing Principles in Literacy Teaching	Reading: Designing Instruction – see Course Moodle for all course readings and reflection/discussion prompts
Wednesday, May 14 th	Designing Instruction	Reading: Designing Instruction
Wednesday, May 21 st	Graphic Literacy Life Map Presentations What is English? Curriculum Documents: Planning and Designing Instruction	Reading: Centering on Language See Moodle
Wednesday, May 28 th	Language development and the adolescent learner	Choosing a professional reading and research topic
Wednesday June 4 th	Classroom Observation in the schools	Reading: Developing an Oral Foundation See Moodle

Wednesday June 11th	Experiencing Literature	Reading : Responding to Literature
Wednesday, June 18 th	Experiencing Literature	
Wednesday, June 25th	Reading and Respond to Literature	Reading : Unlocking Texts
Wednesday, July 2nd	Poetry in the Secondary Classroom	Reading :Celebrating Poetry Professional Reading and Research paper is due
Wednesday, July 9th	Poetry in the Secondary Classroom	
Wednesday, July 16th	Presenting Novel Study	
Wednesday, July 23trh	Presenting Novel Study	
	In Class Final Reflection	

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.