

SYLLABUS
METHODS AND MATERIALS IN TEACHING SECONDARY ENGLISH
ENGLISH 399

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Mission of the Education Department

The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Education Department Core Values

As members of the Colorado College community and Education Department, we are committed to:

- 1) Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
- 2) Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
- 3) Practice intellectual honesty and live with integrity: specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
- 4) Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

Objectives of English Methods 399

Students will become familiar with general classroom management strategies.

Students will become familiar with terminology that governs the interpretation of various literary genre, the purpose of which is

- to teach students to read and understand a variety of materials.
- to teach students to recognize and apply various strategies to interpret a writer's purpose.
- to teach their students to apply content to other situations.

Students will become familiar with conventional grammar, usage, sentence structure, punctuation and capitalization, the purpose of which is

- to teach their students correct conventions that can then be applied to an appropriate format, thus teaching them self and peer editing techniques.

Students will become familiar with rubrics to be used when evaluating a variety of genre.

General

The class will meet each afternoon from 1:00 P.M. to 4:00 P.M. Please be prompt as the focus is learning to teach in a specific content area. This course is designed to prepare students to teach at both middle and high school levels. Emphasis will be on literary analysis, formal grammar, and effective composition as well as techniques for effective classroom management. There is much information to be covered in a short period of time so it is essential that the class start on time.

Textbooks

The textbooks for this course will be selections from Literature III, Fundamentals of Poetry, The Slade Short Course: 15 Lessons in Grammar and Composition, English Workshop by Blumenthal, as well as selections from Classroom Management by Bennett, Smilanich.

Absenteeism

Society needs excellent teachers with a passion for helping students mature and succeed in a complex world. Missing a single day of class is as serious as it would be to miss a day as a teacher. Students are expected to be punctual and regularly attend class.

Grading

Grades will be determined on the basis of students' completion of all homework assignments, participation in class discussions, receiving a passing grade on tests, preparation and presentation of sample lessons, and the completion of a Teacher Work Sample. Remember, there are consequences to a student's participation in the program if a grade of less than a B is earned. As part of the requirements, students must keep a notebook of class discussions and all assignments and handouts. This notebook will be turned in at the end of the class sessions along with the Teacher Work Sample.

In addition, students will be required to keep a separate journal of classroom observations. These may be done in any order during each specific week, but concentrate on one of them each day. Any teacher may be observed as long as that teacher has given permission for the observation. The journals will be collected every Friday and returned on Monday.

Methods and Materials

The following is a list of topics and assignments to be covered during the methods class. How much time will be spent on each one will be determined by the preparation the students have received previously. Since this varies, it is virtually impossible to break the syllabus down to a day-by-day schedule. ***Please note that the following literary selections should be read during the first few days of the methods class. All are in Literature III.

- “To Build a Fire”
- “A Descent into a Maelstrom”
- “The Stone Boy”
- “Thus I Refute Beelzy”
- “The Fairest Eyes”
- “My Mistress’ Eyes”
- “Ballade of the Listless Court Ladies”
- “The Pearl”

The basic outline of the course is as follows:

- Week 1—classroom management and literature
- Week 2---literature
- Week 3---composition, presentation of lessons, review of standards

Specific material to be covered is as follows:

- Suggestions for classroom management
- Categories for classroom rules
- The 50 rules of classroom discipline
- Common variables that guide a teacher's decision to respond
- Student inventory
- Personal response journals
- Definition of literary terms
- Discussion of short stories, poetry, novel
- Graphic representation

The complexity of thinking
Grouping
Fundamentals of poetry
Traditional ballads
Literary ballads
Limericks
“Barbara Allen” (traditional ballad)
“Danny Deever” (literary ballad)
Sonnets
“Tiger”
“A Mongoloid Child”
“Responding in Writing”
KWL
Storing declarative knowledge
Questioning strategies
“I Am”
Characterization
General questions for a novel
Pre-test in grammar
Chapters 1-14 in English Workshop by Joseph Blumenthal
Mind mapping
Six trait writing check list
Accordion paragraphs
Rubrics for various student writing
“Teachers recall”
“Other ways to say ‘good’”

Classroom Observations

Focus your observations on specific techniques, strategies, and interactive behaviors. Reflect on your observations and think about whether or not they would work for you, whether they work for the students, and whether they truly enhance learning. Write at least one page on each item.

Communication:

- With all learners
- Using a variety of techniques
- Appropriate oral and written
- With parents

Classroom management

- Thoughtful pacing and timing
- Uses a wide range of learning strategies
- Students are self-disciplined and self-directed
- Smooth transitions between activities

Instruction

- Wait time
- Questioning
- Response to students’ comments
- Variety of instructional settings
- Assessment

