

**MURRAY STATE UNIVERSITY****DEPARTMENT: ENGLISH AND PHILOSOPHY****COURSE PREFIX: ENG****COURSE NUMBER: 329****CREDIT HOURS: 3****I. TITLE:** Teaching English in Secondary Schools**II. COURSE DESCRIPTION:** A practical course in the materials and methods used in teaching English in secondary school.**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of course objectives listed below. Following each objective, and enclosed in parenthesis, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the National Council of Teachers of English Standards for the English Language Arts (NCTE), International Literacy Association standards for Middle and High School Teachers (ILA) and the InTASC standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. develop understanding of the curriculum and content of the English classroom based on theory and research on the and learning of the English/language arts;  
(KTS # 1,2,6 NCTE # 1-3,7 ILA #1, 2, 4 InTASC # 4, 5, 6, 7, 8)
- B. practice planning and implementing a variety of teaching methods and build familiarity with available teaching materials and resources including digital apps and classroom management tools.  
(KTS #1, 2,3,4,5,6,7,8, 9 NCTE # 3, 4, 5, 6, 7 ILA # 2,3, 4, 5 InTASC #1, 2, 3, 5, 6, 7, 8, 9)
- C. explore relationships among and practice planning, differentiating and implementing lessons integrating reading (literary and informational), writing, language, and speaking and listening.  
(KTS #1,2,3,4, 5, 6,7,8 NCTE #1,2,3,4,5,6,7 ILA # 2, 3, 4, 5 InTASC #1, 2, 3, 4, 5, 6, 7, 8, 9)
- D. foster awareness and reflection of the nature, importance, and complexity of teaching as a vocation.  
(KTS # 1, 3, 4, 5, 6, 7, 8, 9, 10 NCTE # 1, 2, 3, 4, 5, 6, 7 ILA # 1, 2, 3, 4, 5, 6 InTASC # 1, 2, 3, 4, 5, 6, 7, 8, 9)

**IV. CONTENT OUTLINE:**

In this course, students will;

- A. Identify elements of good teaching and learn to incorporate those elements into instruction, present and future;
- B. Read assigned texts and journal articles carefully, practicing critical inquiry in pedagogy;
- C. Prepare lesson plans reflecting the English criteria established in the Kentucky Core Academic Standards: Reading, Language Arts, Listening and Speaking, and Writing.
- D. Maintain a Writer's Notebook;
- E. Design instructional unit plans and accompanying instructional materials.
- F. Become familiar with the Kentucky Common Core Standards, NCTE Standards for teaching English, International Literacy Association standards, and InTASC standards.
- G. Deliver effective micro-teaching demonstrations;
- H. Observe three high-school English classroom teachers;
- I. Become involved in professional teaching organizations.
- J. Integrate technology as a tool for teaching.
- H. Differentiate Instruction

**V. INSTRUCTIONAL ACTIVITIES:**

Students will:

- A. Participate in large and small group discussions;
- B. Learn and model various teaching strategies and techniques;
- C. Become proficient at instructional design creating lessons and units;
- D. Use technology to plan and teach content;
- E. Read pedagogical text, research journals regarding pedagogical strategies, and reflect on those readings;
- F. Employ differentiation in lesson and unit design;
- G. Maintain a Writer's Notebook;
- H. Learn to use both formal and summative assessment;
- I. Micro-teach a lesson;
- J. Observe a practicing English teacher in an area high school.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** Students are required to observe three class periods in an English class on the high school level

**VII. TEXTS AND RESOURCES:** The texts and resources for the course will include:

Burke, J. (2013). *The English teachers companion* (4<sup>th</sup> ed.). Portsmouth, NH:Hienemann.

Orlich, D., Harder, R., Callahan, R., Trevisan, M., Brown, A., Miller, D. (2010). *Teaching strategies: A guide to effective instruction* (10th ed.). Belmont, CA:Wadsworth Cengage Learning.

Class Packet accessed from the Murray State University Library Copy Center

Canvas – multiple materials will be uploaded to Canvas.

**VIII. EVALUATION AND GRANDING PROCEDURES:**

Course grades will be based on the following assignments:

**Lesson Plan #1** (25 pts.): You will be asked to submit an **original** model lesson plan.

**Teaching Demonstration and Lesson Plan** (200 pts.): This in-class peer teaching will focus on demonstrating pedagogical techniques in instruction. Your 15- minute lesson will be evaluated based on your use of techniques and materials discussed in class.

**Unit Plan** (100 pts) You will be asked to develop a multi-text integrated skill thematic unit lasting no fewer than three weeks. The unit plan should include daily lesson plans for at least fifteen class periods as well as a list of needed materials and a philosophical statement/rationale for the purpose and value of the unit. The unit plan will be evaluated based upon comprehensiveness, clarity, and quality. The unit plan must include all readings, hand-outs, quizzes, etc.

**Classroom Observations** (90 pts.): You are also required to observe three class periods in an English class at a school of your choice. You must complete an observation/analysis form to document your classroom visit. Your classroom observation analyses will be evaluated based on completing the form in entirety, making connections between the observed instruction, and the issues discussed in class.

**Writer's Notebook** (50 pts. ) You must record readings, discussions, ideas, strategies, etc. in your writer's notebook.

**Assessment Activity** (25 pts.): You will create an activity to assess content, comprehension, mastery, etc.

**Differentiation Activity** (25 pts.)

**Mini Lesson Activity** (25 pts.): You will create a mini lesson that delivers content and engages students.

**Quizzes/ other graded activities** – (125pts. )

**Mid-term** (100 pts.)

**Final Exam** (100 pts.) Comprehensive

Total possible points = 865 pts.

Grades awarded as follows:

A=90-100

B=80-89

C=70-79

D=60-69

F=<60

**Assignments must be handed in on time. Unexcused late work will be downgraded at a rate of one letter grade per calendar (not class) day.**

#### **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

#### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

##### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place

that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES: *This must appear in its entirety in all syllabi.***

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

**I. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING**