



## Contents & Methods of Teaching Secondary English

ENGL 5840 U/G, Section 1, Fall, 2010

Professor: Dr. Remler

Office: Gamble 202B

Phone: (912) 344-2607 (if no answer, leave voice message)

E-mail: Nancy.Remler@armstrong.edu\*

Web: [www.llp.armstrong.edu/remler/index.htm](http://www.llp.armstrong.edu/remler/index.htm)

\*I receive an abundance of SPAM every day. To clean up my inbox and to avoid catching nasty viruses, I delete any messages from senders I do not recognize. Therefore, when you send me a message, please indicate in your subject heading who you are so that I will read and respond to your message.

**Office Hours:** MW 11:00-12:00, M 5:00-6:00 or by appointment

**Course Objectives:** By the end of the semester, you should have met the following performance objectives:

1. Demonstrate competent use of standard English.
2. Compose performance objectives utilizing the knowledge levels of Bloom's Taxonomy
3. Compose a teaching philosophy grounded in respected scholarship in the field of teaching secondary English language arts
4. Compose a resume designed for a job search in the field of secondary English education
5. Evaluate student writing according to the guidelines outline in course texts
6. Design instructional plans meeting specific performance objectives and adhering to Georgia's Performance Standards
7. Demonstrate effective instructional methods in secondary English according to Georgia's performance standards
8. Use computer technology as a communications and evaluation tool

**Textbooks and Materials:** The following textbooks are required for this course:  
*The English Teacher's Companion* by James Burke, 3<sup>rd</sup> edition

**If you choose to purchase your textbooks from online booksellers, you must select the appropriate shipping method to ensure your books arrive when you need them. I require that you have books in class when they're assigned.**

You will also need access to the Internet so that you may participate in the class blog. I'll give you more specific information about the blog in class.

## Course Policies

**Attendance:** I design this class to facilitate an active learning environment. For that reason, your attendance is crucial. At the same time I understand that circumstances beyond your control may prevent you from being in class on time. Therefore, your attendance is tied to your grade. The grading criteria later in this syllabus will explain how attendance figures into your course grade.

Please keep in mind other course policies relevant to your attendance:

- There is no such thing as an excused absence or an unexcused absence. If you're not here, you're not here, regardless of the reason.
- Absence from class does not excuse students from being prepared upon return. It is the students' responsibility to learn what they missed during an absence and how to be prepared upon return to class. Students may consult the course blog to find out what they missed and what they need to do for the next class.
- I do not accept late assignments. Absence is not a valid reason for late work. Assignment deadlines are set at the beginning of the semester. Assignments are due on the deadline, whether you are here or not. I require out of class written assignments to be turned in via e-mail, so absence should not affect your ability to turn in papers. Students absent on days the class does in-class work cannot make up that in-class work.
- I expect students to arrive to class on time. I reserve the right to address habitual tardiness on an individual basis as I see fit.
- I reserve the right to dismiss and count absent any student who is obviously not participating in class (sleeping, doing algebra homework, operating a cell phone in any way) or obviously not prepared for class (no book, no homework).
- Students are responsible for contacting me about any emergency circumstances which might affect attendance (hospitalization, serious injury, serious illness in family, etc.). Such emergencies may necessitate withdrawal from the course without penalty, and I will be glad to help you with that should the need arise.
- Students who have been called for active military service or for jury duty must inform me of those responsibilities as soon as possible.
- Students' part-time or full-time jobs do not constitute reasons for letting academic responsibilities lapse. Employment is an important responsibility. A college education is also. If you are working and going to college simultaneously, you have made two important, simultaneous commitments in your life. If those commitments conflict with each other, it is your responsibility to resolve that conflict.

## Assignment Policies

All assignments done out of class should be composed on a computer as specified in assignment descriptions. All assignments done in class may be handwritten; handwriting must be legible. If I can't read your writing, I can't grade it.

All students and faculty are required to be familiar with and abide by the honor code and code of conduct. I will address honor code violations as outlined in the university catalog and on the university web site at [ww.sa.Armstrong.edu/Activities/hccoc.htm](http://ww.sa.Armstrong.edu/Activities/hccoc.htm).

**I do not accept late assignments.** I establish deadlines at the beginning of the semester to give you enough time to complete your work. If I change a deadline, I will do so in writing with sufficient advanced notice for you to adjust your plans.

Technical difficulties are not a valid reason for missing deadlines. Hard drives crash, printers run out of ink and computer labs get crowded. Therefore, it's imperative that you save multiple copies of your work and do so often. If you choose to do your work at the last minute, that's your business, but you should deal with Murphy's Law on your own.

However, should you suffer an unavoidable emergency that prevents you from completing an assignment on time, you may consult me in my office to request an extension. I will address those requests on an individual basis as I see fit. I do not promise to grant the extension, but I will certainly consider your request carefully. I have never granted more than one extension per student.

You have several types of assignments to do this semester. They are categorized as follows:

1. **In-Class Assignments:** These short assignments may be completed individually or in groups. They will assess your comprehension of instructional strategies, learning theories, standard English and other concepts we cover in class. If you miss one of these assignments due to absence from class, you may not make it up.
2. **Field Experiences:** I'll hand out the specifics of the field experience requirement on a separate handout. It will involve your observing a teacher at work in a public or private school or interviewing a teacher about his/her career. A rubric will be provided for the observations. If you have been placed in a school setting for an EDUC class, you can conduct your observation simultaneously with conducting your observation for your EDUC field experience. We'll discuss this assignment in more detail in class.
3. **Language Quizzes and Practice GACE Tests:** Several times this semester, we will take quizzes on the mastery of language conventions and practice GACE tests. The practice GACE tests are modeled after the GACE II English assessment. If you've already passed GACE II, just consider these practice tests a character building exercise.

3. **Lesson Plans:** You must design several lesson plans appropriate for the secondary English classroom using the textbooks provided in the Teacher Education Training Center (otherwise known as that filing cabinet in Gamble 201). More criteria will be provided in class. These lesson plans will demonstrate your ability to plan instruction for language conventions, writing and literature.

4. **Teaching Demonstration:** During the last few weeks of the term, each student will conduct a teaching demonstration from a lesson plan written for this class (see above). **The guidelines for this assignment will depend on class enrollment.** For this reason, more criteria will be provided in class at a later date.

5. **Mini Portfolio:** This assignment will prepare you for the portfolio you must turn in at the completion of your teaching internship. Within a portfolio should be two important documents: the teaching philosophy and the resume. We'll conduct some workshops on how to write both documents.

### **Important Information for Students**

**Disposition Forms:** If you would like Dr. Remler to complete a disposition assessment for you, please notify her via e-mail that you've sent a disposition request via Live Text. During fall semester, the college of education will be changing the way in which it receives disposition forms. Dr. Remler will alert you of any changes as she learns of them.

**Students with Disabilities:** According to the Americans with Disabilities Act, students with disabilities may request accommodations for those disabilities (including extended time on tests or in-class writing assignments) by contacting Kelly Woodruff in Student Affairs at 344-2744. Ms. Woodruff can assist you with obtaining an advocacy letter which permits you to receive accommodations for those disabilities. If you have any questions about such accommodations, you may consult me.

**Writing Center:** The writing center, located in Gamble 109, is available to provide constructive feedback and writing assistance on written assignments for any class. All good writers seek out constructive feedback on their work. For that reason I encourage you to consult the writing center on a regular basis. Writing center services are free, and they are available by appointment. The center's hours of operation are posted on the Writing Center door.

**Technology Services:** Student technology services is available to assist you with computer applications. The help desk is located in the Academic Computing Center. The local phone number is 344-2518.

## Course Outline<sup>1</sup>

This outline will provide an overview of what we will cover this semester. It'll also give you the deadlines for important assignments. Day to day assignments will appear on our course blog, so you should check the blog daily.

### Important dates to remember:

- September 6 Labor Day holiday
- October 6 Midterm (last day to withdraw from a class without penalty)
- October 11 & 12 Fall break
- November 2-2 Thanksgiving break
- December 6 Last day of class

### August 16<sup>th</sup>:

Introductions  
Georgia Performance Standards  
Performance Objectives/Bloom's Taxonomy  
Language Conventions Quiz

### August 23<sup>rd</sup>:

Writing a teaching philosophy  
Writing a resume  
Writing a lesson plan: **Chapter 10**

### August 30<sup>th</sup>:

Teaching Writing, **Chapter 7**  
Language Conventions/GACE Quiz

### September 6<sup>th</sup>:

Labor Day

### September 13<sup>th</sup>:

Teaching Writing, Continued

- Analyze sample graded papers
- Analyze rubrics
- Tips for responding to writing
- Tips for composing writing assignments

**Writing lesson plan due Friday,  
September 17<sup>th</sup> at noon**

### September 20<sup>th</sup>:

Teaching Language Conventions, **Chapter 16**  
Discussion of Constance Weaver  
Language Conventions/GACE Quiz

---

<sup>1</sup> Because our demonstration schedule depends on enrollment, and because of the workshop nature of this course, this schedule is subject to change. If I change a deadline for an assignment, I will do so in writing in plenty of time for you to adjust your calendar.

**September 27<sup>th</sup>:**

Teaching Language Conventions, continued  
Sample LC activities, discussion of the DOL  
Language Conventions/GACE quiz

**Language Conventions  
Lesson Plan Due Friday,  
October 1 at noon**

**October 4<sup>th</sup>:**

Teaching Literature, **Chapter 4**

**October 11<sup>th</sup>:**

Fall Break

**October 18<sup>th</sup>:**

Teaching Literature, continued  
Activities for teaching literature (also see Smagorinsky)

**Teaching Literature  
Lesson Plan Due Friday,  
October 22 at noon.**

**October 25<sup>th</sup>:**

Teaching thinking, **Chapter 9**  
Professional Development Opportunities: NCTE, GCTE, NWP  
Language Conventions Quiz/GACE

**November 1<sup>st</sup>-December 6**

Teaching Demonstrations

**December 6: Mini Portfolios Due, 6:00**