<table>
<thead>
<tr>
<th>Course Number</th>
<th>LAE 4360</th>
<th>Course Title: Teaching English in Middle/High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s)</td>
<td>ESE 3341 and twenty-seven hours of English</td>
<td></td>
</tr>
<tr>
<td>Course Credit</td>
<td>3</td>
<td>Course Hours: 3</td>
</tr>
<tr>
<td>College</td>
<td>Arts &amp; Sciences</td>
<td>Required Education Text(s):</td>
</tr>
<tr>
<td>Department</td>
<td>English</td>
<td>1. Bridging English Milner &amp; Milner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Teaching From the Heart Draper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Middle and High School Novels/Works (Author Study)</td>
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<td></td>
<td></td>
<td>3. The Battle of Jericho</td>
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<tr>
<td></td>
<td></td>
<td>4. November Blue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Just Another Hero</td>
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<tr>
<td></td>
<td></td>
<td>6. Romiette &amp; Julio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Out of My Mind</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Required Readings</td>
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<td></td>
<td></td>
<td>8. Selected readings, to include the Florida Educator Accomplished Practices <a href="http://www.fldoe.org/dpe/publications/preprofessional4-99.pdf">http://www.fldoe.org/dpe/publications/preprofessional4-99.pdf</a>, the Florida Consent Decree and the ESOL Performance Standards all of which can be found online at <a href="http://www.firn.edu">www.firn.edu</a> or the course’s website at <a href="http://famu.blackboard.com">famu.blackboard.com</a>. You are responsible for learning and incorporating the ESOL standards into each of your assignments, and for all readings prior to the start of class.</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Dr. Clarissa West-White</td>
<td>Supplies: Blog or website address (Internet access)</td>
</tr>
<tr>
<td>Term and Year</td>
<td>Spring 2010</td>
<td></td>
</tr>
<tr>
<td>Place and Time</td>
<td>2041 School of Journalism &amp; Media Graphics 11:00 AM – 12:50 PM</td>
<td></td>
</tr>
<tr>
<td>Office Location</td>
<td>101 C Ardelia Court</td>
<td>Telephone: 850.412.5556</td>
</tr>
<tr>
<td>e-mail</td>
<td><a href="mailto:clarissa.westwhite@famu.edu">clarissa.westwhite@famu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Site</td>
<td><a href="http://sites.google.com/site/famuscholars/">http://sites.google.com/site/famuscholars/</a></td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday, Tuesday 9:30-10:30 AM, 1:00 - 3:00 PM</td>
<td>Wednesday, Thursday 9:30-10:30 AM, 1:00 - 3:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday, Saturday</td>
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</tbody>
</table>
Course Description

Established and experimental methods of instruction; interests of adolescents in language and literature through print, radio, film, and theatre; selection of materials and preparation of units of study (FAMU Catalog). LAE 4360 is a practical course in the materials and methods used in teaching English in junior and senior high school. This course is designed to acquaint students with various materials, teaching methods, and theories appropriate for teaching literature in middle schools and high schools based on the NCTE Standards, the Florida Department of Education’s Language Arts Sunshine State Standards and its ESOL companion, The Florida Teacher Competencies for English 6-12, Florida Education Accomplished Practices, ESOL Performance Standards for Teachers of English for Speakers of Other Languages and the 6 themes outlined in the College of Education’s Professional Education Unit (PEU) Conceptual Framework (pictured above). Students are required to spend at least *30 hours in a middle school or high school English/Language Arts classroom to gain valuable Field Experience. *See Field Experience description below.

Course Purpose

The course was developed for participants to establish an understanding of the profession of English teaching and prepare them to assume the role of middle/secondary school classroom teacher. Additionally, this course will ground students in traditional approaches to literature pedagogy while simultaneously focusing on recent waves of reform, reader response, cultural studies, and the impact of the internet and LEP/ESL infusion in the English class. Potential new directions for English teaching are beginning to emerge under the umbrella of "cultural studies." Most recently, changes in information technology are offering to extend and reshape the teaching of literature. The inherited cultural archive is now available on-line in formats and with complementary resources that far exceed what has been available in traditional textbooks. We will examine the legacy of reader response and the potential of cultural studies and internet resources for exploring fundamental questions of why and how to teach literature, while inherently also channeling our focus to classroom management, language acquisition, effective strategies for instructing all students, and other areas of interests that combine traditional school populations and those representative of more diverse and multilingual student body.

Florida Department of Education Course Requirements

This course includes a 30-hour field clinical requirement. In order to be cleared by the FAMU Teaching Office you must obtain clearance from the Leon County School Board. The Fingerprinting office is located on 2757 West Pensacola Street, Portable 11, and the fee, effective May 1st is $95. Their phone number is 487-7293. Additionally, each student must show proof of medical and liability (in the amount of $1 million) insurance prior to being placed. Field Clinical placement is a mandatory state requirement; thus, failure to complete and appropriately provide documentation of an official placement will cause you to fail this course, regardless of the amount of coursework you have submitted and or passed.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
### DIVERSITY

**CF 1**
**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1  (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,6,7</td>
<td>3</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>5,7</td>
<td>3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.5 (K,S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>5,7,9,10</td>
<td>5</td>
</tr>
</tbody>
</table>

### TECHNOLOGY

**CF 2**
**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1  (S)</td>
<td>Use of available technology and software to support student learning.</td>
<td>4,12</td>
<td>6</td>
</tr>
<tr>
<td>2.2  (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>1,4,10,12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>2.3  (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>12</td>
<td>1,6</td>
</tr>
<tr>
<td>2.4  (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>2,12</td>
<td>6</td>
</tr>
<tr>
<td>2.5  (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>2.6  (S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>2.7  (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>4,12</td>
<td>6</td>
</tr>
</tbody>
</table>

### VALUES

**CF 3**
**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1  (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>6</td>
<td>2,5</td>
</tr>
<tr>
<td>3.2  (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>11,6</td>
<td>9,10</td>
</tr>
<tr>
<td>3.3  (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>5,6</td>
<td>3,9</td>
</tr>
<tr>
<td>3.4  (D)</td>
<td>Be committed to individual excellence.</td>
<td>3,9</td>
<td>5,9</td>
</tr>
<tr>
<td>3.5  (D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>7,2</td>
<td>5,10</td>
</tr>
</tbody>
</table>

### CRITICAL THINKING

**CF 4**
**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1  (K)</td>
<td>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</td>
<td>4,7</td>
<td>4</td>
</tr>
<tr>
<td>4.2  (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>2,7</td>
<td>4</td>
</tr>
<tr>
<td>4.3  (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>4</td>
<td>1,4</td>
</tr>
<tr>
<td>4.4  (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>1,4</td>
<td>1,8</td>
</tr>
<tr>
<td>4.5  (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

### PROFESSIONALISM

**CF 5**
**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1  (K)</td>
<td>Know the content</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>5.2  (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>7,9</td>
<td>7</td>
</tr>
<tr>
<td>5.3  (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>3,7</td>
<td>9</td>
</tr>
<tr>
<td>5.4  (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>5.5  (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>
CF: 5.6 (S) Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. F: 2 I: 6
CF: 5.7 (S,D) Display appropriate code of conduct including dress, language, and respective behavior. F: 9 I: 5.9
C.F: 5.8 (K,S) Know and use student personnel services F: 5,10,12 I: 2,10

URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Behavioral Objective</th>
<th>INTASC</th>
<th>NCTE/IRA</th>
<th>FPEAPS</th>
<th>FTCE</th>
<th>PEU</th>
<th>Uniformed Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1(S)</td>
<td>Be able to work in school settings with varied levels of human and material resources.</td>
<td>1,4,6</td>
<td>1.3,4,7,8,9,11, AND 12</td>
<td>1.1: a-c, 1f-h, 1j, 2.1, 2.2: b-k, 3.1, 3.2: b-f, h-o, 4.1, 4.2: a-k, 5.1, 5.2: a-f, h-l, k-m, 6.1, 6.2: a-h, 7.1, 7.2: a-e, 7gg, 8.1, 8.2: a-f, 9.1, 9.2: a-m, 10.1, 10.2: a-q, 11.1, 11.2: a-k, 12.1, 12.2: a-m</td>
<td>1.1-1.6, 2.1-2.5, 4.1, 4.6, 4.8, 4.9, 5.1-5.7, 7.1-7.5</td>
<td>4.5, 5.1</td>
<td>11</td>
</tr>
<tr>
<td>6.2(S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
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<tr>
<td>6.3(K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
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<tr>
<td>6.4(S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
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</tbody>
</table>

Assignment/Standard Matrix
<p>| Written Critiques | Write comprehensive critiques of scholarly articles. | 1.13, 1.21, 1.4, 13.6, 14.6, 21 | 2.3, 4, 5, 6, 7, 8, 11, 12 | 1.1: a-c, 1f-h, 1j-1r, 2.1, 2.2: b-k, 3.1, 3.2: b-f, h-o, 4.1, 4.2: a-k, 5.1, 5.2: a-f, h-l, k-m, 6.1, 6.2: a-h, 7.1, 7.2: a-e, 7g, 8.1, 8.2: a-f, 9.1, 9.2: a-m, 10.1, 10.2: a-q, 11.1, 11.2: a-k, 12.1, 12.2: a-m | 1.1-1.6 2.1-2.5 3.1-3.5 4.1-4.9 5.1-5.7 6.1-6.4 7.1-7.5 | 4.5, 5.1 11 |
| Philosophy of Education | Demonstrate effective written communication skills to demonstrate method of thinking and teaching that will be demonstrated in the classroom setting. Use formal writing and references | 1.11, 1.21, 1.22, 1.23, 1.24, 1.31, 9.12, 9.13, 9.21, 9.22, 9.24, 9.25, 9.32 | 3, 5, 6, 7 | 1.1: a-c, 1f-h, 1j-1r, 2.1, 2.2: b-k, 3.1, 3.2: b-f, h-o, 4.1, 4.2: a-k, 5.1, 5.2: a-f, h-l, k-m, 6.1, 6.2: a-h, 7.1, 7.2: a-e, 7g, 8.1, 8.2: a-f, 9.1, 9.2: a-m, 10.1, 10.2: a-q, 11.1, 11.2: a-k, 12.1, 12.2: a-m | 1.1-1.6 2.1-2.5 3.1-3.5 4.1-4.9, 5.1-5.7, 6.1-6.4, 7.1-7.5 | 4.1, 4.3, 5.2, 5.3, 5.4, 6.1 11 |
| Self Exploration Paper | Demonstrate effective written communication skills after examining yourself to determine method of thinking and teaching that will be demonstrated in the classroom setting. Use formal writing and references | 3.4, 4.1, 4.3 | 3, 5, 6, 12 | 1.1: a-c, 1f-h, 1j-1r, 2.1, 2.2: b-k, 3.1, 3.2: b-f, h-o, 4.1, 4.2: a-k, 5.1, 5.2: a-f, h-l, k-m, 6.1, 6.2: a-h, 7.1, 7.2: a-e, 7g, 8.1, 8.2: a-f, 9.1, 9.2: a-m, 10.1, 10.2: a-q, 11.1, 11.2: a-k, 12.1, 12.2: a-m | 1.1-1.6 2.1-2.5 3.1-3.5 4.1-4.9, 5.1-5.7, 6.1-6.4, 7.1-7.5 | 3.4, 4.1, 4.3 11 |
| Digital Book Hook | Research mini-books, exercises, etc. to provoke students’ interests in reading larger, more complex novels, books, etc. | 6.12, 6.21, 6.24, 6.32, 6.35 | 4.6, 11, 12 | 1.1: a-c, 1f-h, 1j-1r, 2.1, 2.2: b-k, 3.1, 3.2: b-f, h-o, 4.1, 4.2: a-k, | 1.1-1.6 2.1-2.5 3.1-3.5 4.1-4.9, 5.1-5.7, 6.1-6.4, 7.1-7.5 | 2.1-2.7 3 |</p>
<table>
<thead>
<tr>
<th>Annotated Bibliography</th>
<th>Develop a 2-3 page(s) annotated bibliography</th>
<th>1.13,1.21,4, 13,6,14,6.2, 1</th>
<th>1.3,4,7,8,9,11, AND 12</th>
<th>1.1-1.6, 2.1-2.5, 3.1-3.5, 4.1-4.9, 5.1-5.7, 6.1-6.4, 7.1-7.5</th>
<th>4.5,5.1</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>Write an original, creative research project using effective research skills, planning and technological skills.</td>
<td>1.13,1.21,4, 13,6,14,6.2, 1</td>
<td>2.3,4,5,6,7,8, 11,12</td>
<td>1.1-1.6, 2.1-2.5, 3.1-3.5, 4.1-4.9, 5.1-5.7, 6.1-6.4, 7.1-7.5</td>
<td>4.5,5.1</td>
<td>11</td>
</tr>
<tr>
<td>Self Assessment/Reflective Journal</td>
<td>Complete a formal evaluation in written form to show a cumulative understanding of the course material and skills mastered through student teaching.</td>
<td>1.2,3,4,5,6, 7,8,9,10</td>
<td>1.1-1.6, 2.1-2.5, 3.1-3.5, 4.1-4.9, 5.1-5.7, 6.1-6.4, 7.1-7.5</td>
<td>1.5,2.1,2.2, 2.6,2.7,3.1, 3.5, 4.1-4.5,5.1,5.2, 5.3,5.5,5.6, 5.7</td>
<td>4.5,5.1</td>
<td>11</td>
</tr>
</tbody>
</table>
Overall Goals of the Course

LAE 4360 serves as one of the methods courses responsible for preparing young, gifted, and dedicated English educators. The course will feed off the students’ eagerness and willingness to become a member of an elusive and extraordinary profession: teachers. The course recognizes the importance of providing instruction to students who may not have chosen the teaching of English as their first career, who may have allowed their love of reading or writing to guide them to the profession, or who may have dreamed of becoming an English teacher since their first encounter with their 6th grade Language Arts teacher. No matter the impetus, LAE 4360 will easily meet students’ expectations and implore students to reach within and move beyond themselves in order to strengthen their weaknesses and acknowledge their strengths. However, two questions will forever remain in our conscience: (1) What can I do to ensure that instruction impacts students’ lives and motivate them to seek change? (2) What methods or strategies can I use to effectively evaluate my students and myself? I challenge all participants to think of these questions when planning their lessons and completing assignments. It is believed that strategies taught during this course will enable these future teachers to assist their students in becoming more tolerant, caring and thoughtful human beings, thereby creating permanent impressions throughout the world.

The best reason to give a child a good school...is so that child will have a happy childhood, and not so that it will help IBM in competing with Sony...There is something ethically embarrassing about resting a national agenda on the basis of sheer greed. ~ Jonathan Kozol

Specific Behavioral Objectives

Course objectives are aligned with the Florida Educator Accomplished Practices, Florida Teacher Competencies, ESOL Performance Standards and Indicators, PEU’s Conceptual Framework Themes, National Council for Teachers of English Standards, and are organized specifically to support four major goals: management, planning, assessment, professional development. A description of the competencies and sample key indicators, designed to meet Florida’s Educator Accomplished Practices (all, 1-12), Florida Teacher Competencies (all, I-VII), NCTE standards (all, 1-12), ESOL Performance Standards (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 21) and indicators (1, 2, 4, 5, 7, 9, 10, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 53, 55, 56, 57, 59, 60, 61, 64, 66, 67, 68, 69, 72, 73). The course is also aligned with the Academic Learning Compact (ALC), see www.famu.edu/assessment. Note: ESOL Indicators are used only once, yet are visible on the addendum.

1. Goal 1 - Management

As a middle/high school English teacher, students will develop their knowledge, skills, and beliefs about classroom and motivation. The student will:

Acquire and use techniques for effective communication (both verbal and nonverbal) in the English classroom according to the nature and needs of individual students, with attention to the special needs of those who are English Language Learners and native speakers. (FEAP 2, FTC V, NCATE 1, 3, 4, 7, 8, 12)

- Recognize the major differences and similarities between the different cultural groups in the U.S. in order to identify, expose, and reexamine cultural stereotypes relating to LEP Students that may arise within the English/Language Arts class and affect classroom management. (ESOL 2, 3: Indicators 27-32, FTC IV, NCATE 1, 2, 6, 9)
  - Apply ethnolinguistic and cross-cultural knowledge of classroom management techniques.
  - Identify teacher behavior that indicates sensitivity to cultural and linguistic differences and sensitive functions (e.g. formal, informal, conversational and slang).
  - Identify culture-specific, nonverbal communication (e.g., gestures, facial expressions and eye contact) and specific characteristics of U.S. Culture.
  - Compare and contrast features of U.S. culture with features of other cultures.
- Promote student responsibility, appropriate social behavior, integrity, valuing diversity, and honesty. (FEAP 5, FTC I, NCATE 2, 4, 6, 7, 9, 10)
● Establish positive interactions between the teacher and students that are focused upon high expectations for learning. (FEAP 5)
● Create a climate of openness, inquiry, and support to encourage students in a positive manner. (FEAP 5)
● Use knowledge of the cultural characteristics of Florida’s LEP populations to enhance instruction and reduce classroom management problems. (ESOL 4: Indicators 35, 38, 72, FTC I, IV, NCATE 1, 2, 4, 6, 7, 9, 10)
  ○ Adapt items from school curricula to culture and linguistic differences.
  ○ Identify culture-specific features of content curricula and strategies for facilitating articulation with administrators, content area teachers, parents, and community.
● Monitor and adjust instruction to create a rich positive classroom environment to accommodate all students, including students identified as ESE and ESL learners. (ESOL 18: Indicator 28, FEAP 9, FTC I, II, IV, V, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12)
  ○ Identify teacher behavior that indicates sensitivity to cultural and linguistic differences.
● Identify potentially disruptive student behavior; differentiate between disruptive behavior and linguistic/communicative frustration. (FEAP 9)
● Apply the established rules and consequences for behaviors consistently and equitably. (FEAP 9)
● Draw from a repertoire of techniques for establishing smooth and efficient routines that accommodate differences in students’ behaviors. (FEAP 9)
● Adapt routines for individual work, cooperative learning, and whole group activities. (FEAP 9, FTC II, NCATE 3, 4, 5, 7, 12)

2. Goal 2 – Planning

As a middle/high school English teacher, students will develop their knowledge, skills, and beliefs about planning and instruction. The student will:

Collect and use data gathered from a variety of sources of both traditional and alternate assessment strategies. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
● Identify and match the student's instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs. (FEAP 1)
● Use knowledge of the cultural characteristics of Florida’s LEP populations to enhance instruction. (ESOL 4: Indicators 35, 38, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  ○ Adapt items from school curricula to culture and linguistic differences.
  ○ Identify culture-specific feature of content curricula.
● Articulate a rationale for all instructional decisions, daily and long term, linking theories of literacy learning to practice. (FEAP 7, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
● Identify student performance outcomes for planned lessons and align goals and objectives with state and national standards. (FEAP 10, FTC I, II, III, IV, V, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12)
● Demonstrate, model, and utilize higher-order thinking. (FEAP 4, FTC III, VI, NCATE 1, 3, 7, 8, 11)
● Align student needs, instructional settings, and activities. (FEAP 9, FTC VI, NCATE 11)
● Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes (ESOL 5: Indicators 14,18, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)
  ○ Compare language acquisition of different age group (e.g. elementary, secondary, and adult).
  ○ Apply ESOL strategies to specific learning styles.
● Use multiple activities that engage and motivate students at appropriate developmental levels. (FEAP 7, FTC I, II, III, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
● Develop open-ended projects that adapt to students’ creative thinking. (FEAP 4, FTC III, VI, NCATE 1, 3, 7, 8, 11)
● Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students. (ESOL 6: Indicators 48-50, 53, 55-57, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)
  ○ Identify major methodologies, current trends in ESOL teaching, various instructional strategies used in ESOL classes as well as characteristics and applications of ESOL approaches.
  ○ Develop applications of Total Physical Response for beginning stages.
  ○ Recognize features of content-based ESOL approaches.
  ○ Identify features of content-based ESOL for the elementary (middle and high school) level and reading for LEP students.
● Provide opportunities for students to learn from each other. (FEAP 2, 10, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)
● Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing. (ESOL 11, Indicators 19-22, FTC II, III, V, VI, NCATE 1,3, 4, 5, 7, 8, 11, 12)
Identify essential skills for teaching listening, speaking, reading and writing. (FTC II, III, V, VI, NCATE 1, 3, 4, 5, 7, 8, 11, 12)

Apply content-based approaches to ESOL instruction. (ESOL 12: Indicator 37, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  - Identify content-specific vocabulary.

Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a second phenomenon. (ESOL 13, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  - Demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels.
  - Identify characteristics unique to the evaluation of an ESOL text and to be considered when selecting printed media and computer-assisted instructional materials for ESOL classes.

Practice techniques that accommodate differences, including linguistic and cultural differences. (FEAP 1, 4-5, 7, 9, 11, FTC I, IV, NCATE 1, 2, 4, 6, 7, 9, 10)

Select and develop appropriate ESOL content according to student levels of proficiency to listening, speaking, reading, and writing, taking into account: Basic interpersonal communicative skills and Cognitive language proficiency skills as they apply to the ESOL curriculum. (ESOL 8: Indicators 15, 23-26, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  - Differentiate between language proficiency relating to basic interpersonal communicative skills and cognitive academic language skills.
  - Select appropriate ESOL content according to student’s level of proficiency in listening, speaking, reading and writing.

Plan and conduct interdisciplinary lessons as well as collaborative lessons with colleagues. (FEAP 8, FTC VI, NCATE 11)

Vary the teacher’s role in relation to the purpose of instruction using appropriate technology. (FEAP 12, FTC V, NCATE 1, 3, 4, 7, 8, 12)

Develop experimental and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes. (ESOL 9: Indicators 13, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  - Match instructional approaches with language learning theories.

Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse. (ESOL 10: Indicators 1, 2, 4, 5, 7, 9, 10, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)
  - Categorize basic concepts of phonology (e.g., stress, intonation, juncture, and pitch) as they apply to language development and analyze the structure of English sentences.
  - Determine phonetic characteristics (e.g. consonants, blends, vowels, diphthongs) in given word.
  - Recognize phonographemic differences (e.g., homophones and homographs) and of grammatical analysis (e.g., traditional, structural, or contemporary).
  - Identify patterns in a given word (e.g., root words, affixes, compound words and syllables.
  - Compare characteristics of idiomatic expressions, slang, and standard American English.
  - Identify appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers).

Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom. (ESOL 16: Indicators 34, 36, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)
  - Identify various ESOL programmatic models, such as pull-out and immersion.
  - Develop appropriate curricula for ESOL levels.

Evaluate, adapt, and employ appropriate programmatic materials, media, and technology for ESOL in the content areas at elementary, middle, and high school. (ESOL 17: Indicators 39, 46, 73, FTC I, V, VI, NCATE 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12)
  - Distinguish between ESOL and English language arts curricula.
  - List examples of realia that are designed to teach LEP students.
  - Determine strategies for content area teachers to use with LEP students.

Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (ESOL 18, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)

3. Goal 3 – Assessment

As a middle/high school English teacher, students will develop their knowledge, skills, and beliefs about assessing learning. The student will:
• Maintain observational and anecdotal records to monitor students’ development and analyze individuals’ learning needs. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content metacognition. (ESOL 21: Indicators 68-69, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
  o Identify levels of English proficiency to place students appropriately for ESOL instruction.
  o Interpret student assessment data related to placement, progress, and exiting from programs.
• Know and apply different forms of assessment and models of assessing student performance; differentiate between language assessment and content assessment. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Design formal and informal classroom assessments aligned with learning outcomes, and with regard to individual students’ language developmental stages. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Consider current trends and issues related to the testing of linguistically and culturally diverse students when using testing instruments and techniques. (ESOL 19: Indicators 59-61, FTC I, VI, NCATE 2, 4, 6, 7, 9, 10, 11)
  o Identify cultural biases in commercial tests.
  o Recognize available ESOL entry/exit tests.
  o Identify suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students.
• Select traditional and alternate assessment strategies, including techniques that measure higher order thinking. (FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Provide opportunities for students to assess their own work. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Collect and interpret data from a variety of sources to determine student achievement. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Apply content-based approaches to ESOL instruction. (ESOL 12: Indicator 64, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  o Adapt content area tests to ESOL levels appropriate to LEP students.
• Determine students’ mastery of learning outcomes. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Summarize student learning gains using formative and summative data. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Review assessment data to identify students’ strengths and targets. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Provide constructive feedback on individual work, behavior, and progress. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Modify instruction based on assessed student performance. (FEAP 1, FTC I, II, III, IV, V, VI, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

4. Goal 4 – Professional Development

As a middle/high school English teacher, students will develop personally and professionally. The student will:

• Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree. (ESOL 1, FTC I, NCATE 2, 4, 6, 7, 9, 10)
• Design a personal professional development plan including short and long term goals. (FEAP 11)
• Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school level. (ESOL 15, FTC I, V, NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
• Distinguish between personal views and those of any educational institution. (FEAP 6)
• Clarify your career plans. (FEAP 11)
• Locate and acquire relevant resources in ESOL Methodologies (ESOL 7: Indicators 33, 66, 67, FTC I, NCATE 2, 4, 6, 7, 9, 10)
  o Demonstrate knowledge of the historical development of ESOL and of major professional publications related to ESOL.
  o Recognize major education professional organizations.
• Collect data from your own learning and use it as a basis for reflection. (FEAP 11)
• Review your professional preparation and prepare documentation of your work according to national standards and Florida’s Educator Accomplished Practices. (FEAP 11)
• Show evidence of reflection and improvement in all teaching/learning activities. (FEAP 11)
• Monitor your professional judgment and belief and articulate them to the professional community. (FEAP 3)
• Collaborate with immediate colleagues and teammates to learn and develop professional relationships. (FEAP 2, 3, 8, 10, 11)
• Reflect respect for diverse perspectives, ideas and opinions. (FEAP 3, FTC I, IV, NCATE 1, 2, 4, 6, 7, 9, 10)
• Support other school personnel as they manage the continuous improvement process. (FEAP 3)
• Identify and practice communication techniques for use with colleagues, school/community specialists, administrations, and families. (FEAP 2)
• Maintain honesty in all professional dealings. (FEAP 6)

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
(see http://people.uncw.edu/sherrilid/EDN355/intasc.htm - for full description of knowledge, dispositions, and performances)

Standard 1: Subject Matter
Standard 2: Student Learning
Standard 3: Diverse Learners
Standard 4: Instructional Strategies
Standard 5: Learning Environment
Standard 6: Communication
Standard 7: Planning Instruction
Standard 8: Assessment
Standard 9: Reflection and Professional Development
Standard 10: Collaboration, Ethics and Relationships

Description of NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

http://www.fldoe.org/dpe/publications/preprofessional4-99.pdf (includes Sample Key Indicators)

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards & the Florida Professional Educator Accomplished Practices

1. ASSESSMENT
1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

1.PRE.a Analyzes individuals’ learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

1.PRE.b Draws from a repertoire of techniques to accommodate differences in students’ behavior.

1.PRE.c Identifies potentially disruptive student behavior.

1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.

1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

1.PRE.f Guides students in developing and maintaining individual portfolios.

1.PRE.g Modifies instruction based upon assessed student performance.

1.PRE.h Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.

1.PRE.i Maintains observational and anecdotal records to monitor students’ development.

1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.

1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.

1.PRE.l Communicates individual student progress in student, parent, and staff conferences.

1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.

2. COMMUNICATION
2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2.PRE.a Establishes positive interaction in the learning environment that uses incentives and consequences for students.

2.PRE.b Establishes positive interactions between the teacher and students that are focused upon learning.

2.PRE.c Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

2.PRE.d Encourages students in a positive and supportive manner.

2.PRE.e Communicates to all students high expectations for learning.

2.PRE.f Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.

2.PRE.g Provides opportunities for students to learn from each other.

2.PRE.h Practices strategies that support individual and group inquiry.
2.PRE.i Provides opportunities for students to receive constructive feedback on individual work and behavior.
2.PRE.j Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
2.PRE.k Develops short- and long-term personal and professional goals relating to communication.

3. CONTINUOUS IMPROVEMENT
3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.a Identifies principles and strategies for affecting changes occurring in her/his classroom and school.
3.PRE.b Participates in and supports the overall school improvement process.
3.PRE.c Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
3.PRE.d Participates in the design of a personal professional development plan to guide her/his own improvement.
3.PRE.e Communicates student progress with students, families, and colleagues.
3.PRE.f Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
3.PRE.g Supports other school personnel as they manage the continuous improvement process.
3.PRE.h Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.
3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
3.PRE.j Seeks to increase her/his own professional growth by participating in training and other professional development experiences.
3.PRE.k Has observed others in the role of steward and can demonstrate some of the skills involved.
3.PRE.l Learns from peers and colleagues and develops professional relationships.
3.PRE.m Reflects upon her/his own professional judgement and has the ability to articulate it to colleagues, parents, and the business community.
3.PRE.n Develops short- and long-term personal and professional goals relating to continuous professional development.

4. CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.a Provides opportunities for students to learn higher-order thinking skills.
4.PRE.b Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities.
4.PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.PRE.d Poses problems, dilemmas, and questions in lessons.
4.PRE.e Assists students in development and use of rules of evidence.
4.PRE.f Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.
4.PRE.g Demonstrates and models the use of higher-order thinking abilities.
4.PRE.h Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.
4.PRE.i Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.PRE.j Uses technology and other appropriate tools in the learning environment.
4.PRE.k Develops short-term personal and professional goals relating to critical thinking.
5. **DIVERSITY**

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5.PRE.b Fosters a learning environment in which all students are treated equitably.

5.PRE.c Recognizes the cultural, linguistic, and experiential diversity of students.

5.PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.

5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.

5.PRE.f Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

5.PRE.g Analyzes and uses school, family, and community resources in instructional activities.

5.PRE.h Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.

5.PRE.i Selects and introduces materials and resources that are multicultural.

5.PRE.j Acknowledges the importance of family and family structure to the individual learner.

5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

5.PRE.l Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.

5.PRE.m Develops short-term personal and professional goals relating to diversity.

6. **ETHICS**

6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

6.PRE.a Makes reasonable effort to protect students from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.

6.PRE.b Does not unreasonably restrain a student from pursuit of learning.

6.PRE.c Does not unreasonably deny a student access to diverse points of view.

6.PRE.d Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

6.PRE.e Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

6.PRE.f Does not use institutional privileges for personal gain or advantage.

6.PRE.g Maintains honesty in all professional dealings.

6.PRE.h Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

6.PRE.i Does not interfere with a colleague’s right to exercise political or civil rights and responsibilities.

7. **HUMAN DEVELOPMENT AND LEARNING**

7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

7.PRE.a Recognizes developmental levels of students and identifies differences within a group of students.

7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

7.PRE.c Uses multiple activities to engage and motivate students at appropriate developmental levels.

7.PRE.d Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.

7.PRE.e Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.

7.PRE.f Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

7.PRE.h Develops short-term personal and professional goals relating to human development and learning.

8. KNOWLEDGE OF SUBJECT MATTER

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.

8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.

8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.

8.PRE.d Acquires currency in her/his subject field.

8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.

8.PRE.f Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. LEARNING ENVIRONMENTS

9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

9.PRE.a Practices a variety of techniques for establishing smooth and efficient routines.

9.PRE.b Applies the established rules and standards for behaviors consistently and equitably.

9.PRE.c Involves students in the management of learning environments including establishing rules and standards for behavior.

9.PRE.d Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.

9.PRE.e Uses techniques to align student needs, instructional settings, and activities.

9.PRE.f Provides opportunities for students to be accountable for their own behavior.

9.PRE.g Provides a safe place to take risks.

9.PRE.h Respects any student’s right to use a home language other than English for academic and social purposes.

9.PRE.i Monitors learning activities by providing feedback and reinforcement to students.

9.PRE.j Implements instructional activities to meet cognitive, linguistic, and affective needs.

9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.

9.PRE.l Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.

9.PRE.m Provides clear directions for instructional activities and routines.

9.PRE.n Maintains academic focus of students by use of varied motivational devices.

9.PRE.o Develops short-term personal and professional goals relating to learning environments.

10. PLANNING

10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

10.PRE.a Identifies student performance outcomes for planned lessons.

10.PRE.b Plans and conducts lessons with identified student performance and learning outcomes.

10.PRE.c Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.

10.PRE.d Provides comprehensible instruction based on performance standards required of students in Florida public schools.
10.PRE.e Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

10.PRE.f Plans activities that utilize a variety of support and enrichment activities and materials.

10.PRE.g Accesses and interprets information from multiple sources.

10.PRE.h Assists students in using the resources available to them.

10.PRE.i Incorporates the visual and physical environment when planning learning activities.

10.PRE.j Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

10.PRE.k Demonstrates instructional flexibility and an awareness of the teachable moment.

10.PRE.l Plans and conducts lessons that are interdisciplinary.

10.PRE.m Helps students develop concepts through a variety of methods.

10.PRE.n Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

10.PRE.o Cooperatively works with colleagues in planning instruction.

10.PRE.p Develops a community resource file for use in planning instructional activities.

10.PRE.q Develops short- and long-term personal and professional goals relating to planning.

11. ROLE OF THE TEACHER

11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

11.PRE.a Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.

11.PRE.b Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.

11.PRE.c Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

11.PRE.d Uses the community to provide students with a variety of experiences.

11.PRE.e Works with school volunteers appropriately.

11.PRE.f Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.

11.PRE.g Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.

11.PRE.h Works with colleagues to identify students’ educational, social, linguistic, cultural, and emotional needs.

11.PRE.i Uses continuous quality improvement techniques in school improvement efforts.

11.PRE.j Communicates with families of culturally and linguistically diverse backgrounds.

11.PRE.k Develops short- and long-term personal and professional goals relating to the roles of a teacher.

12. TECHNOLOGY

12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.a Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).

12.PRE.b Uses technology tools on a personal basis.

12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.

12.PRE.d Identifies and uses standard references in electronic media.

12.PRE.e Uses technology in lesson and material preparation.

12.PRE.f Identifies technology productivity tools to assist with management of student learning.

12.PRE.g Teaches students to use available computers and other forms of technology.

12.PRE.h Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.

12.PRE.i Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.

12.PRE.j Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
12.PRE.k Uses technology to collaborate with others.

12.PRE.l Develops professional goals relating to technology integration.

12.PRE.m The preprofessional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

Description of Florida Teacher Competencies for English 6-12

I. Gain knowledge of the English language and methods for effective teaching, and be able to:
   1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
   2. Identify and apply various approaches to the study of language, usage, grammar, and style.
   3. Apply knowledge of standard written English.
   4. Identify how audience and purpose affect language.
   5. Identify methods of effectively assessing language skills.
   6. Identify methods and strategies for teaching English for speakers of other languages.

II. Gain knowledge of writing and methods for effective teaching, and be able to:
   1. Identify and apply techniques to develop a supportive classroom environment for writing.
   2. Identify techniques for teaching students to make effective organizational and stylistic choices.
   3. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
   4. Select individual, peer, and group activities that support writing processes.
   5. Identify effective responses to student writing.
   6. Identify a variety of methods to assess student writing.

III. Gain knowledge of the use of the reading process to construct meaning from a wide range of selections, and be able to:
   1. Identify techniques for teaching students to understand organizational structures of literary and informational material.
   2. Select effective strategies to analyze text (e.g., word structure, context clues).
   3. Identify techniques for teaching students the uses of a wide variety of reference materials.
   4. Select appropriate strategies to develop and enhance reading comprehension.
   5. Select appropriate methods of assessing student reading progress to determine strengths and weaknesses.

IV. Gain knowledge of literature and methods for effective teaching, and be able to:
   1. Identify various literary devices in both fiction and nonfiction.
   2. Identify the characteristics of various literary genres, movements, and critical approaches.
   3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.
   4. Identify major authors representative of the diversity of American culture.
   5. Identify principal periods of British literature and American literature, major authors, and representative works.
   6. Identify representative works and major authors of world literature.
   7. Identify a variety of appropriate materials, techniques, and methods for teaching literature.
   8. Identify representative young adult literature and its contribution to personal, social, and academic development.
   9. Identify a variety of appropriate methods for assessing the understanding of literature.

V. Gain knowledge of listening, viewing, and speaking as methods for acquiring critical literacy, and be able to:
   1. Identify effective speaking skills for various occasions, audiences, and purposes.
   2. Identify effective strategies and techniques for listening.
   3. Determine appropriate methods and strategies to analyze persuasive techniques used to convey messages in mass media.
   4. Analyze media messages to interpret meaning, method, and intent.
   5. Evaluate the elements, uses, and effects of media.
   6. Identify a variety of methods for assessing listening, viewing, and speaking.
   7. Select appropriate technological resources for instructional purposes.

VI. Gain knowledge of the methods for integration of the language arts, and be able to:
   1. Identify methods of integrating language arts.
   2. Identify elements of cooperative learning, including grouping strategies, group interactions, and collaboration.
3. Identify appropriate interdisciplinary activities.
4. Identify various elements of an integrated lesson.

VII. Acquire the Ability to write well on a selection from poetry or prose, including fiction or nonfiction, and be able to:
1. Analyze a given selection.
2. Demonstrate the ability to organize ideas around a focal point.
3. Exhibit conventions of standard written English.
4. Incorporate relevant content, using ample evidence.
5. Use elements of style that enhance the reader's interest and understanding.

Course Outline
(Discussion topics and classroom activities are not limited to only those that appear.)
Unless otherwise noted, information on given topics can be found in the class text – Kellough & Carjuzaa (KC)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments &amp; Readings (All assignments will be published to your Google site on Fridays by 5 or else considered late and not accepted and will receive a zero.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>Syllabus location for review (Google site) Homework: Find educational quote. Read Secretary of Education articles. See Google site for links... There are 4 articles in all. Buy books. Friday Read articles by Arne Duncan. Create Google site and forward URL to <a href="mailto:clarissa.westwhite@famu.edu">clarissa.westwhite@famu.edu</a></td>
</tr>
<tr>
<td>1.12</td>
<td>Chapter Leader Sign-Up sheet; Discuss Duncan articles; Wisconsin article (read online or bring in), Class suspended for Martin Luther King Jr. Convocation Monday Chapter 2. Discuss Applebee article.</td>
</tr>
<tr>
<td>1.21</td>
<td>Battle of Jericho, Mini Lesson start, curriculum guide Sample:<a href="http://mkhs.alhambra.k12.ca.us/MKHSWebsite/Information/Departments/English/12Eng.htm">http://mkhs.alhambra.k12.ca.us/MKHSWebsite/Information/Departments/English/12Eng.htm</a> Friday Writing Assignment, Pre-Self-Assessment</td>
</tr>
<tr>
<td>1.19</td>
<td>Chapter 2. Discuss Applebee article. 1.26 Chapter 3; Share Killian High Syllabus w/class &amp; Other record keeping documents, 1.28 Mini Lesson, A look at Santa Rosa’s LEP plan &amp; Forms: <a href="http://www.janusgroup.com/esol/esollinks.htm#top">http://www.janusgroup.com/esol/esollinks.htm#top</a>, Friday Writing Assignment, Pre-Self-Assessment</td>
</tr>
<tr>
<td>2.2</td>
<td>Chapter 4 2.4 Technology PowerPoint Friday Textbooks &amp; Software Evaluations, Battle of Jericho Technology Lesson Plan 1, Buy and Read November Blue</td>
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<tr>
<td>2.9</td>
<td>Chapter 5, Midterm Teaching Demonstrations Saturday Chapter 6, November Blue, Midterm Teaching Demonstrations Friday Technology Project, Out of My Mind Technology Lesson Plan , Buy and Read Romiette &amp; Julio</td>
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<tr>
<td>2.11</td>
<td>November Blue, Midterm Teaching Demonstrations 2.16 Chapter 6, November Blue, Midterm Teaching Demonstrations 2.18 Class suspended due to Black History Convocation 2.16 Chapter 6, November Blue, Midterm Teaching Demonstrations Friday Technology Project, Out of My Mind Technology Lesson Plan , Buy and Read Romiette &amp; Julio</td>
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<tr>
<td>2.23</td>
<td>Chapter 7, Florida Consent Decree 2.25 ESOL Powerpoint, Ernst-Slavit article, Just Another Hero Friday Technology Project, Out of My Mind Technology Lesson Plan , Buy and Read Romiette &amp; Julio</td>
</tr>
<tr>
<td>3.2</td>
<td>Chapter 8 3.4 Mini Lesson, Just Another Hero 3.9 Chapter 9, Just 3.11 Mini Lesson, Just Another Hero Friday Technology Project, Out of My Mind Technology Lesson Plan , Buy and Read Romiette &amp; Julio</td>
</tr>
<tr>
<td>3.16</td>
<td>Chapter 10 3.18 Mini Lesson, Romiette &amp; Julio Friday Annotated Resource List; Article Analyses 3.23 Chapter 11 3.25 Montgomery Article, Mini Lesson, Romiette &amp; Julio Friday Reflective Journal, Romiette &amp; Julio Technology Lesson Plan 4, Buy and Read Out of My Mind</td>
</tr>
<tr>
<td>3.30</td>
<td>Chapter 12 4.1 Mini Lesson, Out of My Mind Friday 30-hour Field Experience Log w/Time Tracker &amp; Summaries 4.6 Chapter 13</td>
</tr>
</tbody>
</table>
The following are a running list of topics that we will discuss throughout the semester. They are organized by the week they will be discussed. You are not responsible for copies. I will relay information to you in the form of lectures.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2</td>
<td>Organizing the classroom for learning (Cohen &amp; Lotan, Chapter 3)</td>
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<tr>
<td></td>
<td>What does it mean to be well educated? (Kohn)</td>
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<td>3</td>
<td>Equity in heterogeneous classrooms (Cohen, Ch. 1)</td>
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<td></td>
<td>View student profile (LEP students included)</td>
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<td></td>
<td><strong>Becoming a non-native speaker activity</strong></td>
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<td>4</td>
<td>Adjusting curriculum to fit needs of ESL/LEP students (Cohen &amp; Lotan, Ch. 8, 9)</td>
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<td></td>
<td>How to adapt a textbook for varying student abilities (Graves)</td>
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<td>5</td>
<td>Styles of classroom management, code of conduct, interventions, behavior traits (Albert)</td>
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<td></td>
<td>How to modify instructional methods (Albert)</td>
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<td></td>
<td>Formulating goals and objectives, assessing needs, organizing the course, developing materials (Graves)</td>
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<td></td>
<td><strong>Group Activity: Planning and Presenting the 10 minute lesson</strong></td>
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<tr>
<td>6</td>
<td>Listening &amp; Speaking: Cultural connotations of words and actions (Seelye)</td>
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<td></td>
<td>Making Group work effective: Group activity (Cohen &amp; Lotan)</td>
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<tr>
<td></td>
<td>Informal Classroom drama (Purves Chapter 7)</td>
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<td></td>
<td><strong>Demonstrate: A Book Hook!</strong></td>
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<tr>
<td>7</td>
<td>Creating Assessment Rubrics and Record Keeping Forms (Marzano; Robb)</td>
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<tr>
<td></td>
<td>Evaluation, testing, portfolios (Purves, chapter 11)</td>
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<td>8</td>
<td>ESL programs (Richard-Amato)</td>
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<td></td>
<td>A look at English grammar, language and meaning, variation in language (Trask)</td>
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<tr>
<td>9</td>
<td>Children and language &amp; attitudes to language (Trask)</td>
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<td></td>
<td>The Response-Based Approach (Purves)</td>
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<tr>
<td>10</td>
<td>How languages are learned (Lightbown &amp; Spada, chapters 1, 2, 4, 6)</td>
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<td>The Behaviorist, Innatist, and Interactionist position.</td>
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<td></td>
<td>Cognitive theory, Creative construction theory, Behaviorism</td>
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<td></td>
<td>Developmental sequences: Grammatical morphemes, negative sentences, question formation</td>
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<td></td>
<td>Popular ideas about language learning: Facts &amp; Opinions</td>
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<tr>
<td>11</td>
<td>Understanding grammar: From Grammatical to Communicative approaches (Richard-Amato)</td>
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<td></td>
<td>Tools of the trade: textbooks, computer programs and videos – Selecting appropriate materials for the English class especially those with ESL &amp; LEP students (Richard-Amato)</td>
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<tr>
<td>12</td>
<td>The affective domain: Factors to consider from within and without (Richard-Amato)</td>
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<td></td>
<td>Facilitating the reading and writing process for ESL &amp; LEP students within the natural language framework</td>
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<tr>
<td>13</td>
<td>Language Assessment: Determining placement, classroom environment, tests, evaluating the student</td>
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<td></td>
<td>Teaching through the content areas (submersion, immersion, bilingual education) (Richard-Amato)</td>
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<tr>
<td>14</td>
<td>Joining professional organizations, presenting at conferences</td>
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<tr>
<td></td>
<td><strong>Explore various professional literature for call for papers, conference proposals, etc. and apply</strong></td>
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<tr>
<td></td>
<td>What resources are available to teachers? To those with LEP/ESL students?</td>
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<tr>
<td>15</td>
<td>Final Self Assessment:</td>
</tr>
<tr>
<td></td>
<td>What have you discovered to be your strengths? Weaknesses? What needs improvement?</td>
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<tr>
<td></td>
<td>What misconceptions about teaching did you encounter?</td>
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<tr>
<td></td>
<td>How prepared do you feel to teach? What else do you need?</td>
</tr>
</tbody>
</table>

**Teaching Methods**

Lecture, demonstration, field observation, clinical experience, small and whole group discussion, group work & activities, role play, presentations
Course Evaluation

Satisfactory completion of this course is determined according to three major sources of evidence (Each Goal is incorporated into assignments that fall under the following categories of assessment: Goal 1 – (M)anagement, Goal 2 – (P)lanning, Goal 3 – (A)ssessment, Goal 4 – (P)rofessional (D)evelopment. Each goal’s corresponding standards are stated above.):

1. Professionalism 30%
2. The Professional Development Portfolio 30%
3. The Work Sample/Syllabus 40%

Grade inflation got started…in the late ’60s and early ’70s…The grades that faculty members now give…deserve to be a scandal.

~ Professor Harvey Mansfield, Harvard University, 2001

Assessment of Assignments

Since we are promoting a paperless classroom, the following are procedures for submitting each assignment:

On the assignment’s date due, Friday by 5:00 P.M., unless otherwise stated, you will post your final draft of each assignment (except inventories) to your Google site as an attachment. Please use proper headings so that you receive credit for assignments. Do not fail to post it! All assignments, including final reflections will be posted to your site, even videos. Your Google site will serve as your online portfolio.

Your Google site must be eye appealing and interesting. Add as much to your page to show your creativity (it counts), and share who you are with the class. To make it easier for me to assess, add the address of your site to the LAE 4360 blog, or email me the URL. Since your first assignment is due the first Friday of the first week of class, it is imperative that you create the site as soon as possible.

Course Assignments with Description:

1. Professionalism (Goal 4) 30%

Your professionalism will be assessed throughout the semester and scoring guidelines are provided via a separate document. Professionalism includes such areas as attendance, participation, promptness, punctuality, decorum, informal writing, and ability to work collaboratively within the clinical experience as well as the academic setting.

Attendance (PD) – Students are expected to attend all classes for which they registered. Students are responsible for any and all coursework and may not use college-sponsored activities as pleas for extension of time to complete assignments or for permission to take makeup examinations. A calculation of absences begins from the first class meeting for students whose names appear on the initial class roster. Students exceeding three unexcused absence will automatically fail the course. If your absence is excused, please follow college approved steps to secure an official excuse as stated in the student handbook. Excessive tardiness will also negatively affect your grade. If you have any special needs or circumstances please let your instructor know as soon as possible.

Check your schedule of classes or the Office of the Registrars to find the deadline for withdrawing from a class (see calendar on http://sites.google.com/site/famuscholars/). At this time if you have excessive absences and missed assignments it is recommended that you withdraw from the class. Any time after that you will be assigned the appropriate grade. If you feel that you will not be able to make scheduled class meetings on a regular basis, you may want to rethink your schedule, since it is more than likely that you won’t pass the class.

Class Participation (PD) – It is expected that you will come prepared for class and remain until its end. It is also expected that you will participate actively in class discussions, presentations, group assignments, etc. since teaching and learning are intertwined. However, in order to do so, you must have completed all reading assignments prior to class and be ready to demonstrate connections between theory and practice. Pop quizzes will be given as necessary. Do not ask to leave early (i.e. for work, etc.) or for the class time to be appended. It is also inappropriate to leave class for prolonged periods of time or before it is dismissed; such actions will have negative repercussions. Since class discussion sometimes deals with sensitive or emotionally charged issues, it is of paramount importance that the prevailing tone of the classroom is respect for each other. Remember that respect and disrespect are conveyed by body language as much as verbal language.
Field Experience (M, P, A, PD) – Thirty* (30) hours total (hours spent at Fairview will count toward this total) two hours per week in a middle or high school is suggested. Keep a log/journal of your experiences. This journal must have one reflection PER VISIT, approximately ½ page in length (see below). The first week of class we will work on assigning field placements (office of student teaching handles placement). *At least ten 10 hours must be spent with a LEP student learner. The field experience should be completed prior to the last week of class. Your progress will be monitored by the on site instructor as well as by your university instructor. You will be provided feedback by the site instructor using the Office of Field Experience and Student Teaching evaluation form (the 10 point check sheet- see blackboard).

Mini Lessons (M, P, A)- A significant portion of the class will be student-led, as we explore the development of response-based, cultural studies literature teaching within the context of NCTE and the State of Florida content standards and benchmarks. Each student will design a grammar & literature lesson to be presented at the start of class each week. Be sure to teach as if you are teaching “real” students. You will need to gauge where they are at the start of your lesson and then assess what they’ve come to know at lesson’s end. You will need to submit a copy of the lesson plan (original) to the instructor on the day you present and post a copy to your site.

Midterm Teaching Demonstrations (M, P, A)- Each student will present a 20-30 minute lesson based on one of Draper’s novels. In your lesson you will teach with the seriousness that the profession demands. You will be evaluated using area county’s teacher observation forms and criterion. Treat this as the real deal. If students talk while you talk, treat them as the grade level you prepared for. Don’t overlook classroom management issues as they will affect your score. You are to include in your lesson a brief lecture, activity and practice to drive home goals and objectives. Your lesson plan is to be an original lesson plan and must be approved prior to your demonstration. There is no make-up date for this. If you fail to show on time for your presentation you will receive a zero and the class will move on to the next person.

Chapter Leaders (M, P, A) – All students are to bring in one question pertaining to the assigned chapter. The chapter leader will address the question and lead the class in discussion. This is not a presentation of the chapter since everyone will have to pull his or her own weight. The class will sit in a circle on the day chapters are discussed and each person, in addition to their prepared question, must explain at least 2 activities that could help the rest of the group understand the purpose and major tenets of the chapter. Your question and activities should be typed and submitted at the end of class. They cannot be emailed and you have to be present to submit them.

“Best Practices” Research Paper (PD)- You will be asked to choose an English teaching topic of interest to you and to review relevant literature in order to identify, summarize, and analyze the “best practices” in treating that topic in the classroom. Your 8-10 page paper should be in APA format and will be evaluated based upon the clarity of the presentation and its consideration of appropriate research.

Article Analyses (M, P, A, PD) – You will be asked to submit 5 short (1 – 2 page) analyses of recent (within the last 5 years) articles from professional journals on the teaching of English as it pertains to LEP and the infusion of ESOL standards into the English class. Your papers will be evaluated on the basis of how well they first clearly and briefly summarize the articles and then carefully analyze the techniques and arguments presented. Use either MLA or APA citation and include link to article or attach it. Go to englishteacherswelcomed.blogspot.com and click on Purdue Online Writing Lab for MLA or APA style guides.

The Reflective Journal (PD) – Every student will maintain a reflective journal. You must have an entry per novel (6), an entry for each chapter (14), and an entry per each assigned article (10). By semester’s end your journal should have at least 30 entries. It is important to keep all items that should be included in the journal well organized and of course typed since you will post this document to your website as well. Failure to include any of these sharply reduces your score.

The Real World (M, P, A, PD) – During each class, students, either individually or within small or large groups, will be given or asked to found “real world” scenarios with their classmates. They will either simply discuss and offer solutions to the problem, or generate questions for further inquiry during the start of class. Students should apply what they have learned in other classes or their assigned readings. Students must show that they are able to synthesize theory with practice. This is also an attempt to bring more classroom management issues into the classroom before students embark on student teaching.

Questions for discussion (M, P, A, PD) – Class discussion will begin with each student posing a question for discussion from the assigned readings. Each student is expected to pose a thought provoking question that demonstrates not only his/her comprehension of the reading but also scholarly inquiry.

Book Hook (A) – Each student will present a book hook (based on their favorite children’s book) and create a digital book hook using either Word or Publisher or PowerPoint, etc. to accompany their presentation. You will then attempt to tie a theme found in your children’s book to one of the 5 books assigned this semester. Each presenter must submit along with their digital book hook a synopsis of their favorite children’s to their site. The traditional book hook will also accompany this activity.

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Annotated Resource List (P, PD) – Using the annotated resource list at the end of this syllabus as a guide, each student will compile a list of resources for English Language Arts teachers. The list can include websites, web pages, teachers’ personal homepages, books, articles, artifacts, videos, etc. In order to receive maximum points, you must submit at least 5 sources per topic. The list therefore should be quite exhaustive. The ten topics are: Teaching plays, Teaching the works of Shakespeare, Incorporating technology into your classes, Teaching techniques for mainstreamed classes. Tools and resources for teaching level 1 ELLs, Teaching the works of gay, lesbian, bisexual, transgendered authors, Teaching the art of debate, Teaching the research paper, Grants and funding opportunities for teachers, and African American Vernacular English

Current Writing & Reading strategies (A, PD) – During the first few classes, students will be required to compose writing and reading inventories, which can be found on Blackboard under assignments and on the class website. In addition to each question posed, students should include at least 10 strategies for teaching reading to struggling or uninterested readers and 10 strategies for teaching reluctant or struggling writers. Be sure to site your sources. Each paper should be at least 2 pages in length, typed and double-spaced. Further instructions will be given during the first day of classes.

Writing Assignment (PD) – Choose one of the following topics. You may use class readings/viewings to bolster your arguments, but remember your audience. Make citations appropriate and understandable. Treat this as a midterm—You must not only convince parents or readers, but also show me in the argument that you have assimilated much of the course content thus far.

1. Write an editorial expressing your views on why English has not been declared the United States’ national language. Be sure to take a stand on whether having such a law would be a good idea or not. The editorial could take the form of a letter to the editor of a large newspaper, or a school’s newsletter. Please take into consideration the Florida Consent Decree and the ESOL Performance Standards when formulating your argument.

2. Write a letter responding to an angry parent’s claim that you are overly tolerant of students who speak other languages besides English during group work and to develop their essays. The parent claims that English is the language of this country and that only English belongs in our schools. Try to synthesize related information on LEP students and cultural differences, etc. taken from the Florida Educators Accomplished Practices and ESOL Performance Standards.

Classroom observation/ethnography (M, P, A, PD) – Observe a classroom (middle or high) in which a discussion is planned. Focus your observations on the following: 1. Who is doing most of the talking? 2. How much “wait time” does the teacher allow for answers to questions? 3. Does the teacher evaluate each student response, or are students encouraged to elaborate upon their responses and the responses of other students? 4. Are students allowed to practice the “etiquette of reach” that builds bridges in conversation and allows natural discussion? If so, how is that practice encouraged? Do hidden agendas appear to regulate the class discussion? Other observations? 5. How are LEP students (you will have to ask the teacher to ID them before or after the class) addressed and/or treated during discussion? Do they participate? Other observations? You may want to chart or diagram the discussion for yourself. 6. What is the gender composition of the class? Race? 7. Can you tell much about students’ socioeconomic (SES) backgrounds? Does it appear different from the teacher? Explain. 8. Describe the neighborhood (a) the school is located and (b) where most of the kids who attend the school live. Don’t guess. Find out from the school secretary or attendance officer. Create your own “map” of the neighborhood(s) after riding through and around them. Then, using Google maps or MapQuest, compare your map to theirs. 9. What role(s) do(es) race, SES, and gender play in the classroom? Provide an example. 10. What did you notice about the teacher’s classroom management style? How well did she or he teach all areas of Language Arts? Did she or he favor one particular aspect, such as literature, literary elements, grammar, writing, listening, technology, etc.? Finally, speaking from the point of view of the teacher, how do you think she sees her students? Likewise, using the students’ voice, how do they see their teacher? Are these positive or negative views? Do you think that they are aware of their points of view? Give me a written summary of your observations and analysis at that time.

Technology Project (M, P, A, PD) – While completing your field clinical hours, take note of the teacher’s and the school’s use of technology. For your teacher, describe the expected outcome of the technology. Why is it used? Is it appropriate? Could the same results be achieved without the technology? Where did the teacher get the equipment? Does he or she own it? Etc. Include all related information. Likewise, take an inventory of the school’s media center. What all do they have? Are you comfortable using the equipment they have? What would you need instruction to operate? What is the process of using the equipment? This assignment asks you to delve deeper into your fears about technology and what were some problems you witnessed that could have been prevented, including how; include software that you have intimate knowledge of in your 2-3 page paper.

2. Professional Development Portfolio (Goals 1-4) 30%

English education is dynamic, not static; thus, English teachers in the new millennium must also possess necessary skills in order to excel and succeed. To meet this challenge, you will establish a professional portfolio that will enable you to learn and grow and present your best self to employers. The portfolio will be compiled in accordance to state and national standards in an effort to
assist in your preparation for state and national licensure and serve as a source of evidence for two course goals: Professional Development and Classroom Management. To make this task manageable, collect a wide range of artifacts by maintaining a working portfolio in which you save and date everything!

**Field experience log (M, P, A, PD)** (30 hour minimum spent in either a middle school or high school – with a one hour minimum per visit). You will maintain a running record of each of your visits to the school. What did you do? What did you observe? What did you learn? What went well? What needs work? What’s your impression of the teacher? You will address these and any other questions that may arise.

**Pre Self-assessment & Final self-reflection:** The Pre Self-Assessment is due the first half of the semester and the Final Self-Reflection is due at the end of the semester. They both will include: evaluations regarding your ability to teach, what are you nervous about, what do you need assistance with, what do you do well, how ready are you to teach, how excited, how prepared, have you taken and passed all exams, etc. Your pre self-assessment should rate your abilities as a pre-teacher. The Final reflection should look back at your work and progress during the course of the semester and focus on your preparedness to enter the teaching arena since those enrolled in this course usually enter student teaching the following semester. Each assessment/reflection should be at least 4 pages.

**Self Exploration Paper (PD)** – This reflective, introspective paper asks you to “explore” the whole that makes you, you. What makes you a good candidate to teach? Why English? What moves you, what ticks you off and what makes you tick? These questions should serve as springboards to enlightenment. The paper should be at least 3 pages and like all other assignments posted to your site.

**Philosophy of Education Paper (PD)** – You will write a position paper (3-5 pages in length) in which you express your philosophy as a teacher of all students in English language arts courses. Within this formal essay that must include a thesis and support, you will clearly illustrate your values and beliefs, citing your opinions with theory and research.

**Video Analysis & Critique (M, P, A, PD)** – You will videotape a classroom interaction of yourself as you teach a lesson or work with a group of students within your pre-internship setting, and you will analyze the motivation/discipline strategies you employ. This self-analysis, to be included in your portfolio, enables you to identify and critique your management skills. This analysis is a written reflection of your real thoughts about your deliverance, voice, volume, control, comfort level, etc. in front of the class. What were some things you noticed in the video that you did not know you were guilty of doing?

**Interviews/Case Study (A, PD)** – Complete both:

1. Conduct interviews with three students of any age (one must be a speaker of another language) and begin by asking these four questions: 1. What do you do well as a reader? 2. What’s the most recent thing you’ve learned to do as a reader? 3. What do you want to learn next in order to be a better reader? 4. How do you intend to go about learning how to do that? 5. What do you like to read and what don’t you like to read? You are to have a minimum of 10 questions. These other questions may grow from these five in your interview, which is good. After transcribing the interviews, write a paper that synthesizes the responses of the 3 interviewees. Also answer the following: What did you learn about their acquiring of literacy? What did you learn about your own acquisition of language and learning, your own becoming literate? What connections can you make, if any, to the class reading and viewing thus far? What implications might there be for your future teaching?

   **AND**

2. Conduct interviews with a reader and a nonreader among the following six groups: elementary students, middle grade students, high school students, college students, professionals, and the elderly. Learn their stories. Find your reader and nonreader by asking people a single question: Are you a reader? An unqualified “Yes” gives you a reader; a “No” identifies a nonreader. The nonreader must be someone who knows how to read, but who considers himself or herself a nonreader. Find out what the interviewee’s current reading habits are and how those habits evolved from the person’s early years through the present. Write a paper elaborating on those results. What did you learn? What connections do you see between the learning theories we have discussed and the experiences of your interviewees, if any. What possible applications for future classroom instruction do you see? What strategies and learning theories would be appropriate if the nonreader is also a LEP or ESL student?

3. **Unit Plan (Work Sample/Syllabus) (Goals 1-4)** 40%

The work sample (M, P, A, PD), a major source of evidence, is an integrated unit demonstrating your mastery of the other two course goals: planning and assessment. Within this document, you will reflect about your abilities to effectively teach all students. You will design the unit according to specific criteria and then have the opportunity to implement your work sample during the pre-internship experience. See unit format on blackboard.
Your work sample(syllabus) should include the following:

1. A 9-week unit plan centering on one of young adult books assigned for the course,
2. Site description including student profiles,
3. Grammar rationale,
4. A controversial text along with rationale addressed to the school board, principal, PTO/PTA and students,
5. Goals and objectives (reiterated since they should be apart of the unit plan)
6. A sample of a pre AND post assessment (if an essay, include rubric – one must be original),
7. Four (4) activities: pre-reading, reading, writing, vocabulary building – two must be original),
8. A class assignment – full lesson plan with details,
9. A letter to parents including any concerns they may have about their child’s use of the internet while in class, etc.,
10. A technology assignment with model (for example, if your technology plan calls for students creating a digital story with narration and music, then you submit one along with your plan)
11. ESOL rationale statement to address accommodations.

Please remember to adhere to the FEAP, ESOL Performance Standards and Sunshine State Standards when preparing the unit plan to address the needs of English language learners. Remember that all lessons, assessments, activities, objectives and goals must address and meet the needs of LEP or ESL students. Also, it is important that you identify the learning needs of every student, plan and make individual accommodations, teach using strategies designed to engage every student, gather data, analyze and interpret learning gains, and then write a reflective essay.

Work Sample presentation (P, A, PD) – The class will culminate with students presenting their blog/website, which contains all completed assignments from the course (unless directed elsewhere).

Goals & Standards Reflective essay (P, A, PD) – Each student should submit a reflective essay regarding each of the goals presented throughout the course:

- Sunshine State Standards
- National Standards
- ESOL performance standards (including the Florida Consent Decree)
- Florida Teacher Competencies
- College of Education’s PEU Conceptual Framework
- Florida Educator Accomplished Practices.

In a paragraph or two address the following:

- How each effect planning, assessment, professional development and classroom management.
- What are some differences that emerged during the classroom observation, interview/case study and field experience from what teachers are doing in the English class versus what theory dictates?
- Provide any other relevant feedback.

Remember that it is important for you to demonstrate and apply what you’ve learned during the course of the semester. It should be clear from your essay that you not only read the assigned readings, but that you were able to synthesize the information to establish your own personal philosophy, practices and beliefs.

Textbooks & Software evaluation (P, A, PD) – Each student must evaluate a grammar text and a literature anthology being used in Leon or Gadsden County, OR a grammar text and a literature anthology to use in your future English class. The books may be used in either middle or high school. You should submit a total of 2 evaluations. See blackboard for form.

Assignment Codes

Each assignment has been coded to correspond to state and national standards. Below are the standards each series of codes or code represent:

M, P, A, PD
ESOL 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21
FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
FTC I, II, III, IV, V, VI
NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

M, P, A
ESOL 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21
FEAP 1, 2, 4, 5, 7, 8, 9, 10, 11, 12
FTC I, II, III, IV, V, VI
NCATE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Grading

Each student will be assessed a final grade according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>

Grades A and B are sometimes given too readily – Grade A for work of no very high merit, and Grade B for work not far above mediocrity… One of the chief obstacles to raising the standards of the degree is the readiness with which insincere students gain passable grades by sham work. ~ Report of the committee on raising the standard, Harvard University, 1894

In addition to outcomes previously stated, students must meet those outlined in the Academic Learning Compact. The Academic Learning Compacts (ALC) are guidelines issued by the State University System requiring each State University in Florida to identify, by academic program, what it is that students will have learned by the end of the baccalaureate degree program, and how that learning will be measured above and beyond course grades.

Each Compact includes statements of the core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills that program graduates will have adequately demonstrated prior to being awarded the baccalaureate degree.

Each Compact identifies the corresponding assessment processes used to measure student achievement on each of the core student learning outcomes for the program. These assessment processes specify: (a) the required courses or other academic equivalents through which all students pursuing the baccalaureate degree are assessed on each outcome, (b) the assessments used in those courses or academic equivalents that correspond to each outcome, and (c) the standards used during the assessments to determine if student work matches the expectations articulated for each outcome.

ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities?

Academic Learning Compacts are meant to account for student achievement in baccalaureate degree programs in the State University System. The purpose of ALCs is to establish policy guidelines and procedures for universities, through their bonds of trustees, to develop and implement Academic Learning Compacts to account for student achievement in baccalaureate degree programs in the State University System.

The compact for English can be located on the class website under Attachments, and along with those for all colleges at the university at [http://www.famu.edu/?a=Assessment&p=ALCs2006-2007](http://www.famu.edu/?a=Assessment&p=ALCs2006-2007).
Course Policies

1. Each member of the class must submit their final portfolio on a Rewritable CD (or flash drive - it won’t be returned) or in a folder which should house all class work, including journals, reflective essays, assigned chapter activities, etc. The portfolio is mandatory, thus failure to turn it in on due date will result in automatic failure of the class.

2. Students must bring their textbook and assigned readings to every class.

3. Students need to place cell phones on vibrate or turn them off before coming to class.

4. No late work will be accepted.

5. Since class discussion sometimes deals with sensitive issues, it is of paramount importance that the prevailing tone of the classroom be respect for each other. Remember that respect and disrespect are conveyed by body as much as verbal language. If I feel that any student has acted in a disrespectful way toward a classmate or the instructor, I will take whatever action necessary to handle the situation, which may result in the student being asked to withdraw from the course.

6. Leaving class for a few minutes while it is in session is inappropriate. Florida A&M University expects you to remain in the classroom for the duration of the class. Do not ask to leave early for work or other reasons unless you have official documentation from appropriate college personnel or it is an extreme emergency! Likewise, please come prepared to work and remain in class for the allotted time – including the first day/week of class.

7. If you do not bring appropriate drafts to class on workshop days, you will be considered absent. “Excuses are veiled lies.” Therefore, forgetting to bring it, using your laptop instead, not bringing the requested number of copies, are all unacceptable. BE PREPARED!

Attendance

Students are expected to attend all classes for which they are registered. Students are responsible for any and all coursework and may not use college-sponsored activities as pleas for extension of time to complete assignments. Please plan ahead; there is no penalty for submitting work early! A calculation of absences begins the first day of classes for students whose names appear on the initial class roster. Students are permitted one unexcused absence per credit hour of day courses (3, T/Th). Students exceeding the number of unexcused absences will be in jeopardy of failing the course and should withdraw. You are given three unexcused absences for this course; reduction of final grade begins on the 4th unexcused absence.

Specific information taken from the 2008-2010 Catalog reads as follows:

Class Attendance Regulations

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. Therefore, the university reserves the right to deal with individual cases of non-attendance. Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes. Absence from class for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control will be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.” Students may be readmitted to the class with the dean’s and the instructor’s permission. (page 33)

Expectations/Class equipment

Students are expected to come to class on time with required drafts and writing tools. Students are expected to follow all school rules, including those in the student handbook. More rules and expectations are highlighted below.

Special Circumstances

If you have any special needs or circumstances please let your instructor know as soon as possible. If you are in need of physical or mental assistance, please visit your advisor, the Sunshine Manor or the office of student disabilities on campus. These contacts are highly private and are kept in the strictest confidence. Thus I stress the importance of following the university’s policies regarding obtaining official excuses. There is NO need to show many any other documentation and I will resist in conversations that are highly personal and warrant professional attention that falls outside my expertise.
Only extraordinary education is concerned with learning; most is concerned with achieving; and for young minds, these two are very nearly opposite. ~ Marilyn French

**Class Rules**

1. Read and become familiar with the syllabus, asking questions and clarifying assignments before they are due.  
2. Please make every effort to be in class on time. If you are late or absent, in an effort to promote collaboration and self inquiry, before coming to the instructor you must ask at least 3 other students for help.  
3. I am rarely more than 20 minutes late or miss class without prior warning. In the event that I am late arriving to class, I expect you as adults to move forward with the items on the assignment matrix/course outline. I will contact someone in the class with further instructions. You know what you had to do for class, so begin the discussion and start a roll. Whatever you do, do not leave! Roll will be taken and if you are not there when I arrive (regardless whether your name appears on the roll or not) you will be marked absent.  
4. Assignments are due on or before due date by the end of the class. **NO late assignments will be accepted.** Due dates are on the course assignment matrix. Assignments are considered late if not received on their respective due date by the end of class. **Having an absence excused will not allow you to submit an assignment late or make up a missed quiz. Submit work early if necessary.** All work is due in person on date due – no emailed work allowed, unless otherwise stated within this syllabus.  
5. Incompletes are not given by this professor for any circumstance unless in rare and extreme circumstances AND when the student meets the criteria set forth by the university. According to the university’s catalog, “A student who is passing (must have a C or higher at the onset of the catastrophic event) a course but has not completed all of the required work by the end of the term may, with the permission of the instructor, be assigned a grade of “I”.” Grades of “I” are not assigned to any course that a student fails to attend, or if a student withdraws from the university. A student should not register for a course(s) in which incomplete grades have been received. If he or she does, the original “I” will automatically be changed to a permanent grade of “F.” Incomplete “I” grades will not count as hours attempted in computing cumulative grade point averages. It is the responsibility of the student to make arrangements with the instructor for the removal of an incomplete grade. All incomplete grades must be removed by the last day of classes of the term in which the student.” (page 34)  
6. Regular attendance is expected. You are allowed three (3) unexcused absences for 3-hour classes that meet MWF and TR. Any absence over three will result in your final grade being reduced 1 letter grade per additional absence.  
7. When you are absent, please seek a formal excuse from your respective dean’s office. I DO NOT want, nor will I accept obituaries, doctor’s notes, coaches’ memos, etc. Present your items to your dean’s office, once he/she has excused your absence **bring a copy of the excuse to me** for my records. I will not ask you for this; maintaining records of your absences and excuses is YOUR responsibility. **Excuses WILL NOT be accepted after 2 weeks of your absence.** Students with excessive absences are asked to withdraw from the class, otherwise they will FAIL!  
8. Read the syllabus and University Schedule regarding holidays, exams, final exams, etc. Students will not be excused from regular classes or exams because of previously scheduled holiday extensions or other events. Again, receiving a dean’s excuse for an absence does not mean your late work will be accepted. Plan ahead and submit work early!  
9. All work should be typed and stapled and meet APA or MLA guidelines when stipulated.  
10. Items will be retained for a year (composition courses only) before they are discarded, a semester for others.  
11. Please do not place your instructor or class members on any Internet listserve or other service without permission, nor contact your instructor via any means other than those provided on the cover of this syllabus.  
12. Please allow 1-2 days for instructor’s E-mail response. [I receive a huge amount of email at times and am not always able to answer all messages in one day, or between classes. I reserve the right to not check my E-mail after Thursday at 5pm AND prior to 2 pm on Monday, or on holidays at all].  
13. Save all graded work. If there is a question regarding the final course grade, first compute your total number of points using the points received on each assignment. If the two grades do not match, please make an appointment for clarification. If course work has not been retained, the instructor’s grade stands. **Time limit: 2 weeks into next semester.**  
14. All graded work will be returned after grades are posted on Blackboard. (For group assignments: Do not wait until the last week of class to say that your name was on an assignment but you show no grade on Blackboard, or that there was a problem with your group members.) If there is an error on Blackboard regarding your grade on an assignment, you have **1 week from the time** the grade was posted to notify me, otherwise, the grade posted stands. **Remember you are to maintain all work, graded or drafts, in a folder to be submitted at the end of the course.**  
15. If students have a disability for which they will request an accommodation, they are encouraged to contact their instructor as soon as possible. Please discuss any concerns/questions regarding such a request with the instructor.  
16. Respect is a must. Disrespectful students will be asked to leave and will be in jeopardy of failing the course. We are adults, please act accordingly at ALL TIMES!
17. If you are found guilty of plagiarism (or of any of the academic dishonesty clauses below) even once you will fail this course!
   This includes using students’ work who have completed this course before, and having others complete your assignments for you. Ignorance of proper citation is not an excuse.

18. It is expected that you have read all homework or assigned reading prior to the next day’s class and that you are ready for discussion. Please bring appropriate materials to class everyday, including the textbook.

19. Please do not bring “guests” to class with you at any time. This includes children, young or old, friends, relatives, roommates, boy/girlfriends, etc. Professionalism demands it.

20. You must be on time to class. If you arrive after I have taken roll, you will still be considered absent.

21. Do not ask for exceptions to these rules; they won’t be granted.

22. Use of any recording devices during class is prohibited, unless approved by the instructor prior to the beginning of class. Each and every use will need to be specifically approved by the instructor.

23. Listen while others speak. There are numerous opportunities to talk and share various points of view regarding class related content during open class discussion. We cannot all speak at once, practice decorum. Furthermore, be forever reminded that we are adults… If you raise your hand while I am speaking, I will acknowledge your hand so that you may lower it. When I have completed my “spill” I will call upon you for your question or comment. If you feel that you may lose your train of thought (since you should take notes) jot the thought down.

24. Please note that an 88 or 89 is not an A. Likewise, 78 or 79 is not a B, 68 or 69 is not a C, etc.

25. Finally, please refrain from telling me your needs and wants, such as, “I need an A in this class,” or “I need for you to curve my grade,” or “Could you throw that test out, give it over, or let that be a practice run.” Needless to say, we all have wants and needs, and I consider mine just as important, if not more, as yours. You are the sole determiner of your final grade, not me, and since I don’t give grades, wherever your total points fall, then that’s the grade you will receive, even if it’s “only” two or three points from a higher grade.

Policy Statements

Florida A&M University and its Board of Trustees (University) encourage the application and enrollment of all qualified students and are committed to the following non-discrimination policy:

“It is the policy of Florida A&M University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.”

Students at Florida A&M University shall maintain a high standard of honesty in scholastic work. As members of the university community, students have a responsibility to be familiar with the conduct regulations found in the university catalogs, Student Handbook and Calendar; Residence Hall Handbook; Student Rights, Regulations, and Procedures Handbook, and other university documents. Among the conduct regulations addressed are acts of academic dishonesty, including plagiarism or cheating on assignments, examinations, or other academic work, or without prior approval of the instructor, submitting work already done for another course. Students shall avoid all forms of academic dishonesty, including but not limited to:

- Plagiarism – the use of another’s words without attribution and without enclosing the words in quotation marks. Plagiarism may also be defined as the act of taking the ideas or expression of ideas of another person and representing them as one’s own – even if the original paper has been paraphrased or otherwise modified. A close or extended paraphrase may also be considered plagiarism even if the source is named.
- Collusion – when specifically prohibited in advance by the instructor, collaborating with another person in the preparation of notes, themes, reports, or other written work offered for credit.
- Cheating on an examination or quiz – giving or receiving information or using prepared material on an examination or quiz.
- Falsification of data – manufacturing data, falsification of information, including providing false or misleading information, or selective use of data to support a particular conclusion or to avoid conducting actual research.

Complaints of academic dishonesty may be brought against a student by any member of the academic community. Sanctions for academic dishonesty can range from a failing grade on a particular assignment or examination to dismissal from the university based on the seriousness of the action and whether it is part of a pattern of academic dishonesty. Instructors imposing a lowered or failing grade on an assignment or course as a result of a charge of academic dishonesty must inform the student. Students have the right to appeal instructor decisions through the grade appeal process.
## Course Calendar – Assignment Matrix

<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment</th>
<th>Description</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Current Reading &amp; Writing Strategies</td>
<td>See syllabus</td>
<td>2 points</td>
</tr>
<tr>
<td>15</td>
<td>Philosophy of education paper</td>
<td>3-page formal, thesis and support essay/paper *see syllabus</td>
<td>3 points</td>
</tr>
<tr>
<td>22</td>
<td>Self exploration paper</td>
<td>2 pages… see syllabus for questions</td>
<td>3 points</td>
</tr>
<tr>
<td>29</td>
<td>Writing Assignment</td>
<td>Choose 1 or 2. See syllabus</td>
<td>2 points</td>
</tr>
<tr>
<td>29</td>
<td>Pre Self-Assessment</td>
<td>See syllabus (4 page minimum)</td>
<td>2.5 points</td>
</tr>
<tr>
<td>February 5</td>
<td>Textbooks &amp; Software evaluation</td>
<td>Evaluate a grammar text AND a literature anthology currently in use by a surrounding county</td>
<td>2 points</td>
</tr>
<tr>
<td>12</td>
<td>Digital Book Hook</td>
<td>See demonstration in class</td>
<td>2 points</td>
</tr>
<tr>
<td>19</td>
<td>Goals &amp; Standard Reflective essay</td>
<td>Address your understanding of each of the goals presented throughout the course: Management, Assessment, Planning and Professional Development. It should also refer to SSSS, National Standards, ESOL (including the consent decree), Florida Teacher Competencies, FEAPs. See syllabus for further instruction (6 page min)</td>
<td>5 points</td>
</tr>
<tr>
<td>26</td>
<td>Interviews/Case study</td>
<td>Choose 1 AND 2 See syllabus for description</td>
<td>2 points</td>
</tr>
<tr>
<td>26</td>
<td>Classroom Observation</td>
<td>Answer questions. See syllabus for questions</td>
<td>2 points</td>
</tr>
<tr>
<td>March 5</td>
<td>Best Practices Research Paper</td>
<td>10 pages see syllabus for more detail</td>
<td>10 points</td>
</tr>
<tr>
<td>12</td>
<td>Technology Project</td>
<td>See Syllabus</td>
<td>2 points</td>
</tr>
<tr>
<td>19</td>
<td>Annotated resource list</td>
<td>See Syllabus</td>
<td>4 points</td>
</tr>
<tr>
<td>19</td>
<td>Article Analyses</td>
<td>5 short analyses of recent articles (2005+) regarding English as it pertains to LEP and the infusion of ESOL standards into the English class (THIS TOPIC ONLY)</td>
<td>5 points</td>
</tr>
<tr>
<td>26</td>
<td>Reflective Journal (per chapter, novel, articles)</td>
<td>21 entries (see syllabus)</td>
<td>3 points</td>
</tr>
<tr>
<td>April 2</td>
<td>Summaries of each visit during your 30-hour field experience</td>
<td>Notes, observational entries, overall impression of field experience; time tracker (typed)</td>
<td>5 points</td>
</tr>
<tr>
<td>9</td>
<td>Video analysis and critique</td>
<td>You must videotape your teaching delivery, classroom management, etc. and offer critique. Don’t wait until the last minute to do this</td>
<td>5 points</td>
</tr>
<tr>
<td>16</td>
<td>Syllabus/Work Plan</td>
<td>Within the integrated unit include: the unit plan rationale must include, student profiles, a grammar rationale, goals and objectives, pre and post assessment, activities, class assignments, letters to parents, technology activities, etc. Adherence to SSSS and ESOL standards is a must! See syllabus for full description</td>
<td>14 points</td>
</tr>
<tr>
<td>23</td>
<td>Final Self-Reflection</td>
<td>See syllabus… 4 page minimum’</td>
<td>2.5 points</td>
</tr>
<tr>
<td>February</td>
<td>Midterm Teaching Demonstration</td>
<td>See syllabus</td>
<td>5 points</td>
</tr>
<tr>
<td>Per novel’s completion</td>
<td>Technology Plan &amp; Demonstration</td>
<td>A tech plan is due at the end of every novel (5 plans) Each plan is to be an original. Your goal is to either teach the use of a “technology” or include some technology when teaching your lesson. These are very different. Use the lesson plan format provided on the course’s website.</td>
<td>15 points</td>
</tr>
<tr>
<td>Sign-up sheet Weekly</td>
<td>2 Mini Lesson(s)** @ 2 points each</td>
<td>See sign-up sheet. Presentation of a grammar lesson to class; must include introduction to lesson, activity, and assessment.</td>
<td>4 points</td>
</tr>
<tr>
<td>Semester Long (!)</td>
<td>Preprofessional Requirement</td>
<td>You must join one of the English Education organizations (FCTE, NCTE) and show proof prior to the end of class.</td>
<td>Course grade withheld</td>
</tr>
</tbody>
</table>

* You must complete all of the above to be considered for an A. In other words, simply skipping an assignment will automatically result in you not being able to earn any grade higher than a B out of the course.
Annotated Web Resources

Florida Council of Teachers of English
- www.fcte.org

National Council of Teachers of English
- www.ncte.org

The people who created AskERIC, the Gateway to Educational Materials, the Virtual Reference Desk, and the Educator's Reference Desk brings you the resources you have come to depend on. 2,000+ lesson plans, 3,000+ links to online education information, and 200+ question archive responses.

Offers free trial download. Inspiration® is the essential tool students rely on to plan, research and complete projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into writing. This powerful combination encourages learning in multiple modes.
- www.inspiration.com

The premier online community for K-8 educators. Sponsored by Highlights, the site provides author interviews, classroom webpages, and links for student teachers, a teacher’s lounge, and more.
- www.teachernet.com

What's in a name? Suite101.com's door is open to the curious novice looking for a "101" intro to any of our 2,000 topics, but it's also a meeting place for 4.5 million readers and 500,000 members each month ask 101 burning questions of the day. They also hire freelance writers.
- www.suite101.com

Your state affiliate and NEA have partnered with The Gateway to 21st Century Skills in an effort to provide you with free, comprehensive resources that will make your lesson planning easier. Here are just a few of the benefits you can expect to receive from your visit to the Gateway: Access to thousands of quality learning resources through the latest in faceted search technology, reinforce core content with learning resources from NASA, PBS, National Science Foundation and over 700 other contributing education content providers, access to 21st Century teaching tools, assessments and professional development, and access to the Achievement Standards Network, a digitized version of every state's core academic standards.
- www.thegateway.org

The Apple Learning Interchange (ALI) is a social network for educators. Find a wealth of content ranging from simple lesson ideas to in-depth curriculum units for K-12 educators as well as a new channel for Higher Education faculty showcasing campus projects, research and more. And viewing content is just the beginning. Create your free account and gain access to an environment for publishing and collaboration rich with movies, images and sounds.
- http://henson.austin.apple.com

Since 1994 Classroom Connect has been the leader in helping teachers use technology to improve learning. The company's high quality professional development programs and online instructional materials meet the changing needs of K-12 school districts nationwide
- http://corporate.classroom.com/

Provides FREE vocabulary puzzles to enhance vocabulary mastery. Teachers have endorsed this site that enriches classroom curriculum with self-paced, interactive activities. They supplement personal vocabulary acquisition and are being used in over 19,000 schools plus home schools and ESL programs.
- www.vocabulary.com

The Schools of California Online Resources for Education website includes an activity bank for teachers and students.
- www.sdcoe.k12.ca.us/score/cla.html

Blue Web'n is an online library of 2111 outstanding Internet sites categorized by subject, grade level, and format (tools, references, lessons, hotlists, resources, tutorials, activities, projects). You can also browse by broad subject area (Content Areas) or specific sub-categories (Subject Area). See "About this Site" for a scoring rubric and answers to other burning questions! Each month 5-10 new sites are added. You can get a description of these additions sent to you by signing up below for free updates!
DiscoverySchool.com is dedicated to making teaching and learning an exciting, rewarding adventure for students, teachers, and parents. To that end we provide innovative teaching materials for teachers, useful and enjoyable resources for students, and smart advice for parents about how to help their kids enjoy learning and excel in school. The site is constantly reviewed for educational relevance by practicing classroom teachers in elementary school, middle school, and high school.

- http://discoveryschool.com

### Bloom Taxonomy
- http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

### Sunshine State Standards
- http://www.fldoe.org/bii/curriculum/sss/
- http://etc.usf.edu/flstandards/la/index.html
- http://etc.usf.edu/flstandards/la/crosswalk/index.html

### Student Inventories
- http://www.learning-styles-online.com/inventory/Memletics-Learning-Styles-Inventory.pdf
- http://www.capeschooltocareer.org/intinv.html
- http://www.rrcc-online.com/~psych/LSiInventory
- http://www.engr.ncsu.edu/learningstyles/ilsweb.html
- http://home.att.net/~clnetwork/co-op/misurvey.pdf
- http://www.mtsu.edu/~studskl/hd/hemispheric_dominance.htm
- http://web.tickle.com/tests/brain/index_main.jsp

### Free websites
- www.freewebs.com

### 75 ESL Teaching Ideas by Hall Houston
- http://www.geocities.com/tokyo/flats/7947/

### Selected Bibliography


Christensen, L. (2000). *Reading, writing, and rising up: Teaching about social justice and the power of the written word*. Wisconsin: Rethinking Schools Ltd.


Friendly Reminder….

**Each Week:**

**Questions for discussion** (M, P, A, PD) – Class discussion will begin with each student posing a question for discussion from the assigned readings. Each student is expected to pose a thought provoking question that demonstrates not only his/her comprehension of the reading but also scholarly inquiry.

**Mini Lessons** (M, P, A) - A significant portion of the class will be student-led, as we explore the development of response-based, cultural studies literature teaching within the context of NCTE and the State of Florida content standards and benchmarks. Each student will design a grammar lesson to be presented at the start of class each week. Be sure to teach as if you are teaching “real” students. You will need to gauge where they are at the start of your lesson and then assess what they’ve come to know at lesson’s end. You will need to submit a copy of the lesson plan to the instructor on the day you present and post a copy to your site.
**Chapter/Module Presentations (M, P, A)** - Presentations of chapters must have an itinerary, teach the major tenets of the chapter and conduct at least 2 related activities. You must also include pre & post assessments and submit the lesson plan for teaching the chapter to the instructor at the end of the presentation. Each student will select which chapter they present during the first week of class.

**Each Day:**

**The Real World (M, P, A, PD)** – During each class, students, either individually or within small or large groups, will be given or asked to found “real world” scenarios with their classmates. They will either simply discuss and offer solutions to the problem, or generate questions for further inquiry during the start of class. Students should apply what they have learned in other classes or their assigned readings. Students must show that they are able to synthesize theory with practice. This is also an attempt to bring more classroom management issues into the classroom before students embark on student teaching.