**University of North Alabama**

**ED 440 Methods and Materials for Teaching Secondary English/Language Arts**

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**Course Description**

This course examines the practical aspects of teaching English/Language Arts in the secondary classroom. Topics include grammar, composition, literature, speech, and drama.

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| Standards | Assignments | Assessments |
| 290-3-3-.03(1)(c)2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields. | Lesson Plans |  Rubric |
| 290-3-3-.10(2)(a)4.(i) Knowledge of how written discourse can influence thought and action. | Reflections on assigned readings |  Rubric |
| 290-3-3-.10(2)(a)1.(ii)(I) Ability to design appropriate learning activities based on knowledge of the ways that student language development is influenced by individual experiences and out-of-school learning. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)1.(ii)(II) Ability to demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in the students’ learning of English language arts. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)1.(ii)(III) Ability to use Standard American English, to include clarity of enunciation and expression. | Presentation | Rubric |
| 290-3-3-.10(2)(a)1.(ii)(IV) Ability to accommodate diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles and show attention to accommodating such diversity in their teaching of Standard American English. | Reflections on assigned readings | Rubric |
| 290-3-3-.10(2)(a)1.(ii)(V) Ability to use knowledge of the evolution of the English language and the historical influences on its various forms in their teaching. | Reflections on assigned readings | Rubric |
| 290-3-3-.10(2)(a)1.(ii)(VI) Ability to use their knowledge of English grammar, mechanics, semantics, morphology, and phonology in teaching students both oral and written forms of language. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)2.(I) Ability to use their understanding of the influence of language and visual images on thinking and composing. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)2.(ii)(II) Ability to use writing, speaking, and observing as major forms of inquiry, reflection, and expressions. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)2.(ii)(III) Ability to use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)2.(ii)(IV) Ability to make oral and written presentations for varied audiences and purposes using visual images to enhance communication in their coursework. | Presentation | Rubric |
| 290-3-3-.10(2)(a)2.(ii)(V) Ability to make oral and written presentations for varied audiences and purposes using visual images to enhance communication in their teaching. | Presentation | Rubric |
| 290-3-3-.10(2)(a)2.(ii)(VI) Ability to demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint compositions.  | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)2.(ii)(VII) Ability to assist students in creating and critiquing their own print and nonprint compositions. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)3.(ii)(I) Ability to create meaning – including comprehension, interpretation, evaluation, and appreciation – from texts. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)3.(ii)(II) Ability to guide students in creating meaning – including comprehension, interpretation, evaluation, and appreciation – from texts. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)3.(ii)(III) Ability to select appropriate research-based strategies and materials to meet the needs of struggling readers, including those identified in the Alabama Reading Initiative publication Essential Skills of Teachers of Reading. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)4.(I) Ability to use a variety of strategies to generate meaning and clarify understanding. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)4.(II) Ability to teach students to use a variety of writing strategies to generate meaning and clarify understanding. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)4.(III) Ability to produce various forms of written discourse. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)4.(IV) Ability to produce various modes of written discourse, including narrative, descriptive, expository, and persuasive. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)4.(V) Ability to teach students to produce various forms and modes of written discourse. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)5.(ii)(I) Ability to teach an extensive range of literature. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)5.(ii)(II) Ability to direct a variety of speech and theatre activities. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)6.(ii)(I) Ability to guide students’ use of various media in their composing processes. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)6.(ii)(II) Ability to produce layouts of a variety of media, including magazine, newspaper, and electronic publications. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)6.(ii)(III) Ability to develop copy and/or storyboard for production in a variety of media. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)6.(ii)(IV) Ability to apply techniques of advertising, reporting, and editing. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)7.(i) Ability to use major sources of research and theory related to English language arts to support their teaching decisions. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(a)7.(ii) Ability to use teacher-researcher models of classroom inquiry to inform their own study and teaching. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(i) Ability to examine and select instructional resources such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(ii) Ability to align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10J(2)(b)2.(iii) Ability to integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(iv) Ability to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(v) Ability to engage students in critical analysis of different media and communications technologies. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(vi) Ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication, including the role of English language arts across the curriculum. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(vii) Ability to engage students in making meaning of texts through personal response. | Lesson Plans and Activities Project | Rubric |
| 290-3-3-.10(2)(b)2.(viii) Ability to demonstrate that their students can select appropriate strategies that permit access to, and understand of, a wide range of print and nonprint texts. | Lesson Plans and Activities Project | Rubric |

**Assignments**

**Lesson Plans**: Students will complete lesson plans which will be submitted as a part of their Activities Project. Lesson plans must be completed using the UNA College of Education and Human Sciences Lesson Plan format.

**Presentation:** Students will complete a 20 minute presentation on one activity from their Activities Project.

**Reflective Journal: Students will write reflections on assigned readings and topics.**

**Activities Project:** Students will complete a two-week unit on a topic that is commonly taught by English/Language Arts teachers. The unit will incorporate literature, grammar, composition, speech, and drama.

**Field Experiences:** Subject area methods courses require fifteen total hours of field experience in the English/Language Arts classroom, fulfilled in three hour segments. Acceptable field experiences for this course include but are not limited to observations, tutoring, and classroom assistance. All field experiences will be documented on the field experience log and submitted to the instructor via Canvas and with a paper copy.

**Attendance**

You are expected to attend every class period both mentally and physically. If you must miss a class, it is your responsibility to contact the professor and your colleagues promptly to address missed material. Please review the "Class Attendance" statement in the college catalogue.

**Academic Honesty:** Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Communication:**

The official method of communication at UNA is UNA portal, with emphasis placed on University email.

**Disability Accommodations:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Title IX:**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

## Key Dates/Assignments

 **Course Calendar and Assignments:**

Week             Date\_\_\_\_\_\_\_\_\_\_\_\_               Assignments

1                    January 18th                    Introduction/Syllabus Assignment due

2                    February 1st                The Writing Process

3                    February 15th              Poetry in Motion

4               March 1st                   Literature

5                    March 15th          Theatre/Speech

6                    April 5th                Grammar Fun/Presentations

7                    April 19th             Presentations/ Notebooks due

**Reminders:**

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.

1. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
2. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

**Syllabus**:

I have received a copy of the syllabus for ED 440/540. I have read the syllabus and have been offered an

opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature Date

**Personal Information**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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