I. Descriptive Information

A. Course number and title: EDSE 547
   Teaching Middle and High School English

B. Course description: This course is designed to provide an intensive
   examination of methods utilized in the teaching of English language
   arts grades 9-12. The course structures the opportunity for pre-service
   teachers to review and focus their content knowledge of English studies
   with an eye towards teaching.

C. Course credit: 3 credit hours

D. Prerequisites: EDTE 402/402P or admission to the MAT program

E. Intended Audience This course was designed to serve an audience of pre-
   service middle and secondary school language arts educators.

F. Instructor Mary E. Styslinger, Ph.D.
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   #232 Wardlaw
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   Columbia, SC 29208
   (803) 777-2233; (803) 439-7302
   mstyslin@mailbox.sc.edu

Office Hours
Mondays 3:00-4:30

Additional Office Hours
Th.8.27 11:00-1:00; 3:30-4:00
F.9.4 11:00-1:00
W.9.9 10:30-3:30
F.9.18 11:30-1:15
F.9.25 11:00-2:00
Th.10.1 10:30-1:00
Th.10.8 10:30-1:00
Th.10.15 10:30-1:00
Th.10.22 10:30-1:00
Th.10.29 10:30-1:00
Th.11.5 10:30-1:00
Th.11.12 10:30-1:00
W.11.18-S.11.22 NCTE Conference
II. Course Goal, Objectives, and Conceptual Framework

A. Goal
To acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

B. Objectives
Students in this course will:
1. demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
2. create an inclusive and supportive learning environment in which all students can engage in learning.
3. examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.
4. align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
5. integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.
6. create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

III. Required Texts and Readings
Packet of literature selections from Universal Copies
ADEPT
Membership in NCTE and subscription to English Journal (www.ncte.org)

IV. Attendance
Attendance is required for success in this professional course. Any absence will affect the participation grade, as will coming late to or leaving early from class. Absence from class is not a valid excuse for failing to meet deadlines or fulfilling course requirements. Late work will not be accepted except in extreme cases of illness or loss.

The attendance policy for this class is in accordance with the University of South Carolina attendance policy. Missing greater than 10% (4 ½ hours=more than 1 class) of the required 45 hours will result in failure of the course.
V. Course Requirements

A. Class Participation
   This course will reflect a “workshop” design. Reading, writing, and language methods and strategies will be introduced through class modeling, discussion, and engagement. Students are expected to take part in all activities. Students will be asked to prepare and/or apply topics of class discussion in some way. Students need to come to class prepared to share their ideas and experiences with others. Such assignments will count towards the participation grade. Class absences will adversely affect the participation grade, as will coming late to or leaving early from class.

B. Reading Reflections
   Students are to respond to 3 reading assignments (based on all the reading due for that day) in two-page reflections. Students are expected to make intertextual connections between the literature and methodology they are reading, providing a description of how they might teach the work of literature assigned using a selected method introduced in the assigned reading from Bridging English and the literature packet for that day. In addition, students might thoughtfully agree with/disagree with/expand upon what they have read; they might also apply what they are reading to what they are seeing (i.e. field experience) or what they have seen. This is much more than a summary of reading. These are due at the beginning of class on the day the reading assignment is due.

C. Reading Quizzes
   Intermittently, students will be asked to respond in varying formats to questions pertaining to class reading assignments. These “quizzes” will provide a means for discussing best practice in the teaching and assessing of language arts.

D. Lesson Plans
   Students will design 2 detailed, one-day, two-page lesson plans that specifically utilize methods and literature introduced through class reading assignments. Students are asked to make copies of their “best” lesson plan to distribute to classmates on the final exam date.

E. Virtual-teaching
   Drawing from the course reading material, students will plan and teach a 20-minute lesson to the class. They will make intertextual connections between the literature and methodology they are reading, teaching a model lesson using a selected method introduced in the reading from Bridging English and the literature packet assigned for that day. This lesson will be videotaped. A detailed lesson plan which reflects the day’s reading assignments will accompany teaching.

F. Virtual-teaching Reflection
   Using the ADEPT criteria (APS 2, 4-9), students will write a three-page reflection on the virtual-teaching experience. Draw upon the videotaped lesson and specific comments written by classmates to provide evidence for your self-assessment.
G. **Unit Plan**

Students are to design a unit plan for teaching a full-length literary work commonly taught in high school classrooms. This plan should be constructed in accordance with the philosophies and methods introduced and modeled in this course. To be included in this unit plan are 6 one-day, BLOCKED, one-page lesson plans (if appropriate, you may re-use 1 plan created for D), a calendar of reading assignments, goals, and objectives (aligned with state standards) for teaching the unit, a list of resources for teaching the unit, and appropriate accommodations for two hypothetical students with special needs.

H. **Self-Exam**

Students are to design a comprehensive final exam for this course in accordance with the philosophies and methods introduced and practiced during this semester. A completed, separate answer key and an appropriate grading rubric should accompany the exam.

I. **Field Experience (Graduate Students Only)**

Those students enrolled in this course as graduate students will spend an additional 10 hours (across a minimum of 2 days) in a different high school English classroom. Your instructor will help you find an appropriate placement. In addition to spending time in this teacher’s classroom, interview him/her. Ask him/her those burning questions you have about the profession. You are to keep an observational log which details the days, times, and notes gathered from your experience. You will write a 3-page reflection about your experiences, sharing what you have learned about teaching and yourself.

VI. **Evaluation and Grading**

A. **Class Participation**

Those students who attend all classes and participate in activities and discussions will receive 30 points.

B. **Reading Reflections**

Those students whose responses to class reading demonstrate critical thinking about and/or educational application of reading will receive 30 points.

C. **Reading Quizzes**

Those students who correctly answer questions based on reading will receive 30 points.

D. **Lesson Plans**

Students who complete 2 lesson plans which specifically apply methods to literature introduced through class reading assignments and correctly employ the agreed upon format will receive 20 points.
E. Virtual-teaching
Teaching will be evaluated according to the following ADEPT APS Standards:
• Short-range planning (lesson plan) (APS 2)
• Establishing and maintaining high expectations for learners (APS 4)
• Using instructional strategies to facilitate learning (APS 5)
• Providing content for learners (APS 6)
• Monitoring and enhancing learning (APS 7)
• Maintaining an environment that promotes learning (APS 8)
• Managing the classroom (APS 9)

F. Virtual-teaching Reflection
Students whose reflection demonstrates critical thinking about their own attainment of the following ADEPT standards will receive 20 points:
• Short-range planning
• Establishing and maintaining high expectations for learners
• Using instructional strategies to facilitate learning
• Providing content for learners
• Monitoring and enhancing learning
• Maintaining an environment that promotes learning
• Managing the classroom

G. Unit Plan
Students’ unit plans will be evaluated according to the following criteria:
• Professional presentation
• Introduction
• Thematic connections
• Reading calendar
• Materials and resources
• Lesson plans
• Accommodations for special learners
• Overall quality

H. Self-Exam
Students who design a comprehensive exam in accordance with the philosophies and methods introduced and practiced in this course, complete a separate answer key, and supply an appropriate grading rubric will receive 40 points.

I. Field Experience (Graduate Students Only)
Those graduate students who satisfactorily meet the requirements for field experience (i.e. 10 hours over 2 days, observational log, final reflection) will receive 30 points.
Course grades will be calculated based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>30 points</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>30 points</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>20 points</td>
</tr>
<tr>
<td>Virtual-teaching</td>
<td>20 points</td>
</tr>
<tr>
<td>Virtual-teaching lesson plan</td>
<td>10 points</td>
</tr>
<tr>
<td>Virtual-teaching Reflection</td>
<td>20 points</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>40 points</td>
</tr>
<tr>
<td>Self-Exam</td>
<td>40 points</td>
</tr>
<tr>
<td>Total Points (undergraduate students)</td>
<td>240 points</td>
</tr>
<tr>
<td>Target Goals</td>
<td>30 points</td>
</tr>
<tr>
<td>Total Points (graduate students)</td>
<td>270 points</td>
</tr>
</tbody>
</table>

*A=100-93, B=85-92, C=77-84, D=69-76, F=68 and below

**Editorial Note**

All assignments written out of class are to be wordprocessed, double-spaced, and well edited. All curriculum materials utilized in planning must be cited correctly in APA or MLA format. Points will be deducted for turning in unedited writing. As prospective English language arts teachers you will be held to the use of standard conventions for written English.

**Students with Disabilities**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the professor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the appropriate office.

**Plagiarism**

University policies regarding academic responsibility WILL BE STRICTLY ENFORCED!

See: Student Affairs Policy STAF 6.25
http://www.sa.sc.edu/carolinacommunity/judicial.htm#Academic%20Responsibility

Any student who turns in work copied from another source (including the Internet) without due credit to that source and without the consent of that other source has plagiarized and will receive a 0 on the assignment. In addition, a letter of Academic Dishonesty will be issued by the instructor and Department Chair to be placed in the student file.

**Please be especially aware of this as you compile materials for your unit plan. Cite where you obtained ideas for lesson plans and support materials.**

Please be aware that in accordance with new State law, all students admitted to the Professional Program in Education for the Fall 2010 term and after will be required to have successfully completed the Education and Economic Development Act (EEDA assessment).
VII. Major Topics of the Course

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/*Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.8.24</td>
<td>Envisioning the Teacher-Self(ves)</td>
<td></td>
</tr>
<tr>
<td>M.8.31</td>
<td>Organizing Instruction</td>
<td>B/3 398-423 or B/4 453-481</td>
</tr>
<tr>
<td>M.9.7</td>
<td>Labor Day – no class meeting</td>
<td></td>
</tr>
<tr>
<td>M.9.14</td>
<td>Dreher Classroom Practicum</td>
<td>B/3 98-127 or B/4 127-148; <em>Anyone Lived, The Raven</em>; RR #1</td>
</tr>
<tr>
<td>M.9.21</td>
<td>Formal Analysis</td>
<td>B/3 128-138 or B/4 148-161; <em>Monkey’s Paw</em></td>
</tr>
<tr>
<td>M.9.28</td>
<td>Critical Synthesis</td>
<td>B/3 138-149 or B/4 161-174; <em>Yellow Wallpaper</em>; VT; LP#1 (anything that comes from here or above—mix and match)</td>
</tr>
<tr>
<td>M.10.5</td>
<td>Dreher Classroom Practicum</td>
<td>B/4 189-231, 344-347, 477-478 or B/4 223-265, 402-405, 507-08; <em>Sonnets</em>, a “classic”; VT</td>
</tr>
<tr>
<td>M.10.12</td>
<td>Media Matters</td>
<td>B/3 264-286, 469-471 or B/4 317-344, 505; <em>Think as I Think, Lottery</em>; VT; RR #2</td>
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<tr>
<td>M.10.19</td>
<td>Enlivening Poetry</td>
<td>B/3 150-188 or B/4 175-216; <em>Heart, Song</em>; VT; LP #2 (anything that comes from here or above—mix and match)</td>
</tr>
<tr>
<td>M.10.26</td>
<td>Creative Drama</td>
<td>B/3 84-97, 232-242 or B/4 102-118, 266-288; <em>The Mask, Country People</em>; VT</td>
</tr>
<tr>
<td>M.11.2</td>
<td>Dreher Classroom Practicum</td>
<td>B/3 74-84 or B/4 89-102; <em>Dream</em>, VT</td>
</tr>
<tr>
<td>M.11.9</td>
<td>Inspiring Writing &amp; Writing Assessment</td>
<td>B/3 287-328, 378-390 or B/4 345-372, 436-444; <em>Creation, Bear, August 2026</em>; VT; RR #3</td>
</tr>
<tr>
<td>M.11.16</td>
<td>Nonfiction Genres &amp; Language Play</td>
<td>B/3 243-263, 335-337 or B/4 289-316, 392-394; <em>B’ham Jail, Tell-Tal</em>; VT</td>
</tr>
<tr>
<td>M.11.23</td>
<td>On Teaching Grammar</td>
<td>MI 6-50; VT, UP</td>
</tr>
<tr>
<td>M.11.30</td>
<td>Dreher Classroom Practicum</td>
<td>MI 63-end; B/3 353-397 or B/4 411-444; VT</td>
</tr>
<tr>
<td>TBA</td>
<td>Final Exam</td>
<td>SF</td>
</tr>
</tbody>
</table>

B/3 indicates pages from *Bridging English*, 3rd edition and B/4 indicates pages from *Bridging English*, 4th edition; MI indicates pages from *Mechanically Inclined*; literary works in *italics* can be found in your readings packet; VT is Virtual-teaching; RR is Reading Reflection; LP is Lesson Plan; UP is Unit Plan; SF is Self-Exam.