

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/4

Course Number: EDCI 432 LA

Course title for the catalog: Teaching Integrated Language Arts/English in Grades 7-12

Catalog description:

A course designed to provide the student with classroom instructional skills, methods and strategies in teaching Language Arts/English in grades 7-12. To be taken concurrently with EDCI 330 Grades 7-12 Field Experience.

The prerequisite (s) for this course is (are):

EDCI 230, 250, 287, PSYC 218, or permission

The enrollment restriction (s) for this course is (are):

None

Course and field/clinical experience objectives (including knowledge, skills, dispositions):

KNOWLEDGE:

The teacher education student will have knowledge of:

1. Language Arts/English concepts and principles usually taught in grades 7-12.
2. The relationship of Language Arts/English to other disciplines and thus to a broader exploration of the human condition.
3. A broad range of secondary school Language Arts/English curricula and its significance in the K-12 curriculum, including curriculum design for different settings and The Model Competency-Based Education for Language Arts formulated by Ohio Department of Education.
4. Issues of multicultural diversity, gender, exceptionality, and at-risk students in

- curriculum development and language use.
5. Current trends/research in teaching secondary school Language Arts/English including the writing process and reader response.
 6. Communication skills required in teaching Language Arts/English grades 7-12.
 7. Methodology of the discipline: including instructional strategies such as holistic approach for teaching speaking, listening, writing, reading and thinking; resource materials and instructional technology; as well as how to select those best suited for a given teaching and learning situation.
 8. Appropriate and effective methods of assessment of student understanding for the purposes of instructional feedback, general Language Arts/English achievement, program evaluation, and related intervention strategies.
 9. Planning instruction and tests in conjunction with various taxonomies.
 10. Principles of test construction, including item writing.
 11. How to administer and score tests and other classroom assessments, qualitative and quantitative, formal and informal.
 12. Various strategies for problem solving, critical thinking and application skills for grades 7-12.
 13. NCTE (National Council of Teachers in English) positions on issues in Language Arts/English Education.
 14. Opportunities for professional relationships and growth for the Language Arts/English teacher.
 15. Film and other nonprint media as vehicles for communication and as distinctive art forms.
 16. How to use media and instructional technology to enhance teaching and learning.

SKILLS:

The teacher education student will have skills to:

1. Select, integrate and translate process, attitudes and content of the Language Arts/English discipline appropriate for grades 7-12 to learners with a wide range of abilities and socioeconomic and ethnic background.
2. Identify instructional goals and make appropriate and effective use of methodology of the discipline: including instructional strategies, adaptations/accommodations, resource materials and instructional technology.
3. Identify and use various strategies for inquiry, problem solving, critical thinking and application skills appropriate for teaching grades 7-12 Language Arts/English concepts.
4. Make appropriate and effective use of student understanding for the purpose of instructional feedback, general Language Arts/English achievement, program evaluation, and related intervention strategies.
5. (CLINICAL) Accurately analyze learning outcomes/teaching behaviors.
6. Plan instruction and tests to parallel one another and to reflect various levels of the cognitive domain.
7. Write clear, fair items that measure stated instructional objectives.
8. Administer and score tests and other classroom assessments.
9. Utilize assessment format appropriate to instructional objectives.

10. Conduct item analysis to “test the test”.
11. Use simple statistics to describe group performance.
12. Administer valid and reliable tests.
13. Conduct curriculum-based assessment that includes naturalistic assessment, portfolios, and process/product assessment. Conduct error analysis assessment.
14. Use oral, written and non-verbal communication effectively and appropriately.
15. Use effectively classroom management appropriate for grades 7-12 (that includes clear communication of Language Arts/English concepts, decisions based on knowledge of current trends, a variety of teaching strategies and accommodation of various learning styles, abilities, and socioeconomic and ethnic backgrounds.
16. Read and interpret literature on a variety of conceptual and affective levels.
17. Interpret and critique nonprint materials on a variety of levels.
18. Use appropriate media and technology to enhance teaching and learning.

DISPOSITIONS:

The teacher education student will:

1. Display a willingness to understand and practice a variety of appropriate classroom instructional skills, methods and strategies and safety procedures in teaching Language Arts/English to pupils in grades 7-12.
2. Value the role of the teacher in generating enthusiasm for Language Arts/English and for learning in general.
3. Value all students regardless of multicultural background, gender, learning styles, and/or at risk and/or handicapping condition.
4. Value the need to analyze learning outcomes/teaching behaviors.
5. Value writing clear, fair items that reflect instructional objectives both in content and format.
6. Value valid and reliable tests.
7. Appreciate the teacher’s responsibility that all students learn.
8. Appreciate naturalistic assessments, including observation, portfolios, and other process/product assessments.
9. Exhibit a willingness to become a life-long learner committed to professional growth.
10. Value the importance of participation/membership in professional organizations/learned societies of the discipline.
11. Value a diversity of literature and non-print materials.
12. Appreciate the role of technology in the classroom.
13. Value a collaborative approach to meeting student needs.

Suggested texts and/or references:

Hook, J. N., & Evans, W. H. (1982). The teaching of high school English (5th ed.). New York: Macmillan.

Ohio Department of Education (1992). The model competency - based education for

language arts.

Suggested instructional strategies:

Discussion, reflection, problem solving, analysis of teaching videotapes, peer teaching, exams, quizzes.

Description of field/clinical experiences:

CLINICAL EXPERIENCE

Review of teaching videotapes/peer teaching to analyze learning outcomes/teaching behaviors.

Evaluation of students:

Completion of assignments. Review of lesson plans by cooperating teacher and university supervisor during field experience. Observation by cooperating teacher and university supervisor during field experience. Review of teaching videotapes/peer teaching. Exams. Quizzes.

Faculty who frequently teach the course:

Faculty with certification and classroom experience in teaching Language Arts/English 7-12.

Licensure programs in which course is required:

Integrated Language Arts/English 7-12

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

Bibliography (Learned Societies, etc.)

Gilles, C., Bixby, M., Crowley, P., Crenshaw, S. R., Henrichs, M., Reynolds, R. E., & Pyle, D. (Eds.). (1988). Whole language strategies for secondary students. New York: Richard C. Owen Publishers. Inc.

Graves, D. H. (1983). Writing: Teachers & children at work. Aurora, CO: Mid-continent Regional Educational Laboratory.

Marzano, R. J., & Arredondo, D. E. (1986). Tactics for thinking. Aurora, CO: Mid-continent Regional Educational Laboratory.

McCarthy, B., & Leflar, S. (1983). 4-Mat in action. Oak Brook, IL: Excel.

Ohio Department of Education. (1990). Assisting the entry-year teacher: A leadership resource. Columbus, OH: The Ohio Department of Education.

Purves, A., Rogers, T., & Soter, A. (1990). How porcupines make love II. Teaching a response-centered literature curriculum. New York: Longman

Walvoord, B. E. & Fassler. (1986). Helping students write well. New York: Modern Language Association of America.

Professional Journals:

English Journal, National Council of Teachers of English. (NCTE)