1. **Course Title and Credits:** CISE 412 - Methods of Teaching Secondary English Language Arts Seminar (3 Undergraduate Credits)

2. **Course Description:**
   This course is designed to provide students with an opportunity to articulate their visions of themselves as English teachers and the implications of that vision, and to engage students in developing instructional theories and practices that will help them enact that vision. This course is predicated on the assumption that all teaching is based on theory - that practice reveals theory. Students will learn ways that language is best learned and the ways knowledge and understanding of English Language Arts is constructed, deconstructed, and reconstructed.

3. **Prerequisites:** CIRL 335, CISE 340

   **Corequisites:** CISE 325, CISE 335, CISE 352

4. **Course Objectives:** Upon completion of the course students will be able to:

   A. Demonstrate the ability to select and teach adolescent multicultural literature from various genres that promote students' understanding and appreciation of literature, and to relate literature to their lives.

   B. Utilize nonfiction, biography, drama, poetry, short stories as well as magazines and newspapers to augment students' understanding of the literature, society, and the human condition and spirit.

   C. Demonstrate the ability to teach middle and high school students the necessary skills to interpret literature, recognize plot, setting, theme, characters, and authors' styles.

   D. Integrate the language arts - reading, writing, speaking, listening, and viewing - into the English classroom.

   E. Recognize the importance of writing as a process and provide instruction that utilizes the stages of the writing process.

   F. Effectively explore and teach grammar, usage, syntax, and semantics in the context of reading and writing.

   G. Integrate technology, audio-visual resources (television, film, videotapes), and other non-print sources to enhance students' learning of English Language Arts.
H. Explore and execute methods of teaching English Language Arts from an integrated, interdisciplinary approach.
I. Understand and apply a myriad of assessment tools to evaluate the work of all learners.
J. Make meaningful course content connections to field experiences.
K. Understand the etymology and history of the English language by exploring the dynamics of the language and its cultural and demographic influences.
L. Research current practices in English Language Arts and reflect on and critique journal articles through reflective journal writing.

5. **Student Learning Outcomes:**
   Students will be able to:
   
   A. Write a reflective paper on their teaching philosophy and how they will transform theory into practice by using specific references to published theories and concepts, and how community will be reflected in their classroom. (Rubric included)
   
   B. Create and present lesson plans on literature, writing, or any of the English Language Arts areas from an integrated approach while reflecting local and national curriculum standards.
   
   C. Identify a social problem or issue in any of the assigned fictional readings. In this research assignment, they will identify the social problem; research an actual individual affected by the social problem or an organization/group aimed at addressing the problem. Then discuss specifically how one or more of the cast of characters (in their chosen text) would respond to your research. Students will have the opportunity to render a 20-30 minute presentation of their project. (Rubric included)
   
   D. Collaboratively read a novel from a provided novel review list and share their impressions of the novel with their partners via email. Each group will respond to the novel review assignment questions and have 20-30 minutes to present responses as a power point presentation. Each group would be responsible for distributing handout(s) to their colleagues that highlights salient points of presentation.
   
   E. Lead the at least one roundtable class discussion about a recent professional journal article in the field of English education and make concrete connections to course readings. A sample of topics would include teaching second language learners; teaching the gifted; teaching reluctant learners; and using a variety of assessment tools for English/Language Arts. This roundtable discussion should last about 15-20 minutes. You will select your date to present. Most of our class sessions will commence with a roundtable presentation.
   
   F. Engage in cooperative learning by forming a literature circle based upon a book the group selects to read. Students will experiment with all of the "literature circle roles" and literature circles will be run as a "real literature circle." In addition to meeting in literature circles and completing specific roles, each group will be responsible for completing some type of
"performance project" of your text. Students are encouraged to share their impressions of your novel and ideas about the performance project with groupmates via email or in a discussion room in Bb.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>SPA (Nat'l Council of Teachers of English)</th>
<th>NJ Teaching Standards</th>
<th>WPU Competencies</th>
<th>NJ DOE CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teaching Philosophy Paper</td>
<td>1, 4, 5, 12</td>
<td>1, 2, 8</td>
<td>4</td>
<td>3.2</td>
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<tr>
<td>B. Integrated Lesson Plans</td>
<td>1, 2, 4, 5, 8, 12</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 19, 20</td>
<td>All</td>
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<tr>
<td>C. Research Project</td>
<td>1, 2, 4, 7, 9</td>
<td>1, 4, 8, 9</td>
<td>12, 16, 17</td>
<td>All</td>
</tr>
<tr>
<td>D. Novel Power Point Presentation</td>
<td>1, 2, 3, 6, 8</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>4, 5, 6, 12, 14, 16, 18, 19, 20</td>
<td>All</td>
</tr>
<tr>
<td>E. Professional Journal Presentation</td>
<td>7, 9, 10, 11</td>
<td>1, 6, 8, 10</td>
<td>9, 10, 20</td>
<td>3.1, 3.3, 3.4, 3.5</td>
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<tr>
<td>F. Literature Circle (Performance Project)</td>
<td>2, 3, 4, 5, 11, 12</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>9, 12, 15, 18</td>
<td>All</td>
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6. **Course Content:**

1. Reflecting, reviewing, and reconstructing philosophy of education statement
   a. Understanding how beliefs about teaching, learning, and students philosophy of education influence how the curriculum is interpreted and approached.
   b. Acknowledging that instructional practices are influenced by theory

2. Teaching and Understanding Literature
   a. Examine different pedagogical approaches for teaching English
Language Arts.

b. Read adolescent literature from a variety of genres, and responds to and critique literature through oral and written expression.

c. Investigate strategies that are most effective in the teaching of literature to middle and high school students.

d. Analyze and interpret literature by creating lesson and unit plans that incorporate Gardiner’s multiple intelligences, and theories of Constructivism.

e. Explore different kinds of texts to teach for social justice/change to widen global perspectives.

3. Language and Writing

a. History, development, and usage of English
b. Grammar and vocabulary in the English classroom
c. The writing process through peer review, conferencing, and reflective journal writing
d. Forms of writing (reflective response, essays, critiques, projects, journals)

4. Planning for Instruction

a. Singular lesson plans using an integrated approach
b. Collaborative learning (literature circles, dyads, dramatic enactments)
c. Unit plans and thematic units
d. Providing for individual differences and special populations
e. Consideration of multiple intelligences

5. Technology and nonprint sources

a. Film, television, and videotapes
b. Audiotapes and CDs.
c. Computer technology
d. Literature as art

6. Assessment and Evaluation

a. Non-traditional assessment tools
b. Traditional assessment tools
c. Developing rubrics
d. Formal and informal assessments

7. **Teaching/Learning Methods:**
The course will be taught using various educational designs:

1. Whole-Class Discussion
2. Collaborative Learning Groups,
3. Lecture
4. Pair Shares
5. Demonstration of Teaching Strategies
6. Course readings

8. **Evaluation Methods:**

1. Student Learning Outcome a: Teaching Philosophy Paper
2. Student Learning Outcome b: Integrated Lesson Plans
3. Student Learning Outcome c: Research Project
4. Student Learning Outcome d: Novel Power Point Presentation
5. Student Learning Outcome e: Professional Journal Presentation
6. Student Learning Outcome f: Literature Circles (Performance Project)
7. Meaningful course content connections to field experiences through share sessions and reflective journals.
8. Pre-professional etiquette: Teacher Candidate Dispositions
9. Participation
10. Attendance

9. **Recommended Texts:**


10. **Preparers’ Names and Date:** Professors Anne DeGroot and Darlene Russell (Fall, 1998)

11. **Department Approval Date:** Spring, 2000

12. **Reviser’s name(s) and Date:** Professor Darlene Russell (Spring, 2005)

13. **Department Revision Approval Date:** Pending approval

14. **Bibliography** (attached)
Bibliography


