

THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY  
COLLEGE OF EDUCATION  
Department of Secondary & Middle School Education  
*Preparing Inquiring Educators: Knowledge, Understanding, Application*

**CISE 534 - English Language Arts Methods in Secondary Schools Seminar**

Course of Study

1. **Course Title and Credits:** CISE 534 - English Language Arts Methods in Secondary Schools Seminar (3 Graduate Credits)

2. **Course Description:**

This course focuses on the preparation of teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory. Instructional engagements are intended to develop within preservice teachers the dispositions and capacities necessary to teach a variety of discourses including thinking, feeling, acting, believing, valuing, reading, writing, speaking, and listening. Current issues and trends in teaching the English language arts in middle and secondary schools and national and regional standards are addressed.

3. **Prerequisites:** CISE 505; CISE 510; CISE 512; CISE 514; SOC 540

**Corequisites:** CISE 520; CIRE 522; CISE 530

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

A. understand the interrelatedness of the English language arts by reflecting on class discussions and readings in weekly journals and by preparing instructional engagements that demonstrate this understanding;

B. prepare lessons and unit plans that require them to examine, evaluate and select curriculum resources and materials that support the teaching of English language arts;

C. design instructional engagements to meet the needs of all students including those of limited English proficiency, and those students reading and writing below grade level expectations;

D. design instructional engagements which demonstrate respect for and support of individual differences of ethnicity, race, language, culture, and gender;

E. design instructional engagements which incorporate print and non-print media;

F. read, respond to, and share a wide variety of adolescent and young adult literature that is both mainstream and controversial and plan ways of incorporating adolescent literature into the middle and secondary school curriculum;

G. use major sources of research and theory (texts, periodicals, reports, videotapes and electronic databases) to understand the relationship between research and practice;

H. use classroom-based inquiry methods to begin to develop a teacher-as-researcher stance

## **5. Student Learning Outcomes:**

Students will be able to:

- A. develop strategic methods for teaching and assessing the English language arts as demonstrated by their lesson and unit plans and reflections on their interactions with students.
- B. begin to develop a knowledge of the breadth of adolescent literature by reading and discussing a variety of authors and genres.
- C. demonstrate an understanding of the national and local English language arts standards by designing and reflecting on instructional engagements that address these standards.
- D. demonstrate an understanding of the interrelatedness of the English language arts and content areas by designing and reflecting on interdisciplinary and cross-disciplinary instructional engagements that incorporate reading, writing, speaking, listening, and viewing.
- E. Students will demonstrate an understanding of the impact of research on classroom practice as they read, respond to, and conduct classroom-based inquiries.

<b>SPA (Nat'l Council of Teachers of English)</b>	<b>NJ Teaching Standards</b>	<b>WPU Competencies</b>	<b>NJ DOE CCCS</b>
<b>1 - 12</b>	<b>1 - 10</b>	<b>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 19, 20</b>	<b>All</b>

## **6. Course Content:**

- A. Teaching and Understanding Literature, Language and Writing
  - 1. Language study including: history of the English language, oral language (speech and dialects), grammar, usage;
  - 2. Organizing for instruction in the English language arts classroom: discussions and writing in response to reading, whole class, small groups; having students work in pairs and independently;
  - 3. Teaching reading and study skills: fiction, non-fiction; study methods.

4. Teaching writing: process (creative, critical, personal) and product (logs, essays, narratives, journals, research, etc.), mechanics;
5. Adolescent and young adult literature in middle and high school: award winning books, controversial topics (censorship, gender issues), multicultural and female authors; adolescents and young adults as authors; variety of genre (including biography, autobiography, memoir, plays, poetry, essays, commentaries/editorials, etc.);

B. Technology and nonprint sources

1. Other print and non-print resources including newspapers, print journals and e-journals, magazines, film, video, CD-ROM, guest speakers;
2. Creative dramatics including role play, theater production, oratory, reader's theater,
3. Critically responding to media (including technology) and visual literacy;
4. Interdisciplinary and cross-disciplinary planning;
5. Understanding the impact of national and regional English language arts standards;
6. Film, television, and videotapes
7. Audiotapes and CDs.
8. Computer technology
9. Art as literature

C. Assessment and Evaluation

1. Non-traditional assessment tools
2. Traditional assessment tools
3. Developing rubrics
4. Formal and informal assessment

**7. Teaching/Learning Methods:**

The course will be taught using various educational designs:

1. Collaborative Learning Groups
2. Lecture
3. Discussion
4. Workshops
5. Demonstration of Teaching Strategies
6. Course readings
7. Reflective writing

**8. Evaluation Methods:**

- ◆ Submit weekly journals that reflect your new understandings as a result of readings, discussions and field experiences as they relate to teaching the English language arts in middle and secondary schools.
- ◆ Prepare an author study to share with the class. Research author's background and motivation for writing for adolescents and young adults. Read at least three selections by this author and plan ways of integrating his/her work in a specific curriculum/grade level. This will be a visual, oral presentation with a bibliography of this author's work prepared for each person in the class.
- ◆ Design curriculum including lesson plans and unit plans (interdisciplinary and cross-disciplinary) that include adaptations and additional resources for students with limited English proficiency and those students whose writing and reading skills do not enable them to work in required grade-level materials. Include technological support and print and non-print resources. Prepare a variety of ways to formally and informally assess students' performance.
- ◆ Research: Choose a topic in English language arts that is of particular interest to you. Use at least 8 resources including at least two on-line resources. Prepare a 10 page paper (APA format) and a way of sharing your research with the class (handouts, overheads, video, etc.)
- ◆ Interview at least three English language arts teachers across middle and/or high school levels to inquire about their practice and perceptions of teaching English language arts. Try to determine, from their perspective, the difficulties students experience in the English language arts classroom. What instructional engagements do students enjoy? Interview at least three middle and/or high school students regarding their perceptions and perspectives on participating in English language arts classrooms. What do they enjoy reading and writing about?
- ◆ Meaningful course content connections to field experiences through share sessions and reflective journals.
- ◆ Pre-professional etiquette: Teacher Candidate Dispositions

## 9. **Recommended Texts:**

Maxwell, R and Meiser, M. (1997). Teaching English in middle and secondary schools. (2nd ed.). Upper Saddle River, NJ: Merrill.

Milner, J, O & Milner, L.F. (2003). *Bridging English*. 3d ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Daniels, H (2004) Mini-Lessons for literature circles. Portsmouth, NH: Heinemann.

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)

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Bigelow, B. et al (1994). *Rethinking Our Classrooms: Teaching for Equity and Justice*. Milwaukee, WI: Rethinking Schools.

Birch, B. (2005). *Learning and teaching English grammar, K-12*. Upper Saddle River, NJ: Pearson.

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Cohen, E. (1986). *Designing groupwork: strategies for the heterogeneous classroom*. New York, NY: Teachers College Press.

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- Goldberg, N. (1986). *Writing down the bones; freeing the writer within*. Boston, MA: Shambhala.
- Heard, G. (1989). *For the good of the earth and the sun: teaching poetry*. Portsmouth, NH: Heinemann.
- Hersch, P. (1999). *A tribe apart*. New York, NY: Ballantine.
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- Kearns, J. (1997). *A guide to teaching secondary English*. Portsmouth, NH: Heinemann.
- King-Shaver, B. & Hunter, A. (2003). *Differentiated instruction in the English classroom; Content, process, product, and assessment*. Portsmouth, NH: Heinemann.
- King, L. (ed.) (1994). *Hear my voice. A multicultural anthology of literature from the United States*. Menlo Park, CA: Addison-Wesley.
- Koch, K. (1990). *Rose, Where did you get that red? Teaching great poetry to children*. New York: Vintage Books.
- Maxwell, R.J. (1996). *Writing across the curriculum in middle and high schools*. Needham Heights, MA: Allyn & Bacon.
- Milner, J. O & Milner, L.F. (2003). *Bridging English. 3d ed*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Murray, D. (1989). *Expecting the unexpected: Teaching myself and others - to read and write*. Portsmouth, NH: Heinemann.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. New York, NY: Longman.
- Rosenblatt, L. (1938). *Literature as exploration*. New York: Appleton-Century.
- (1978). *The reader, the text, the poem: the transactional theory of the literacy work*. Carbondale: Southern Illinois University Press.
- Smagorinski, P. and Whiting, M. (1995). *How English teachers get taught*. Urbana, IL: National Council of Teachers of English.
- Starkey, D. (2000). *Poetry writing: Theme and variations*. Lincolnwood, IL: N TC Publishing.

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