

**Santa Clara University**  
**School of Education, Counseling Psychology, & Pastoral Ministries**  
**Department of Education**  
**Edu 256L – Language Arts/Modern Languages**  
**Winter 2007**

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**Office Hours:** Mon: 3:00-4:30

Wed. 4:00 – 7:00; Tues: by  
appointment; others by appointment

**Overview:**

Each of you brings to the classroom an image of the type of language arts/language teacher you would like to be. This conception of your role in the classroom governs your expectations, methodology, and behaviors. Normally, beginning teachers form these images from previous role models and preconceived notions of the classroom situation. These past experiences and ideas allow the beginning teacher to form a theoretical model of his/her teaching. However, theoretical models must bend to the forces of reality. A former teacher's style, although effective and greatly respected, may not be appropriate for beginning teachers in different school situations. Beginning teachers also must realize that their conception of their own language arts background must be viewed from the aspect that they were extremely interested in the subject, enough so to continue studying in the field in college. Many students in middle and high school classes do not share this love and enthusiasm for the subject (or perhaps even the teacher). This indicates the necessity for blending the theoretical and the practical. This lab will attempt to help you blend these. We will review lesson models and discuss effective and varying teaching strategies for various levels of students.

This course is designed to help you develop frames of reference from which to make appropriate selection of materials and methods for teaching middle and high school language arts/languages. The concepts of the course have been derived from the nature of the disciplines, from various learning theories, from research into teacher effectiveness, and from educational experience.

Each week we will explore using models presented in the Wednesday class as well as specific practical applications related to the topics listed on the tentative schedule.

**Required Texts:**

Burke, Jim (2003). *The English Teacher's Companion*, 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann.

Hadley, A. O. (2001). *Teaching Language in Context*, 3<sup>rd</sup> ed. Thomson Learning.

**Supplementary Text:**

Vitto, Cindy L. (2003). *Grammar by Diagram*. Broadview Press.

**Objectives:**

1. Design and teach a unit for content classroom (See specific objectives related to unit preparation.). **(S8, 13, 14)**
2. Participate in professional development activities in chosen discipline. **(TPE 13)**
3. Identify appropriate strategies for teaching writing in the secondary classroom.
4. Identify appropriate strategies for teaching literature in the secondary classroom.
5. Identify appropriate strategies for teaching grammar in the secondary classroom.
6. Identify appropriate strategies for teaching speaking and listening skills in the secondary classroom.
7. Identify strategies for encouraging thinking in the secondary language classroom.
8. Identify techniques for managing the paperwork load.
9. Identify online sources for lesson ideas.
10. Discuss some of the specific issues related to your particular discipline.

**Specific objectives related to the Unit:**

Development of the Guided Unit **(TPEs 1b, 4, 6, 7, 9)** will help you refine skills associated with planning, implementing and evaluating instruction in your content area. You may focus this unit on a topic of your choice (as long as it conforms to state standards). The unit should be designed for at least 10 days of instruction. It must be designed in conjunction with your content specialist and must be taught during the 2<sup>nd</sup> or 3<sup>rd</sup> quarter of student teaching. As you design this unit, keep in mind the students. The content and materials should be selected based on assessed proficiency levels of students whom you will be teaching. In preparing this unit you will

11. Prepare a title, table of contents, a goal statement, and mandated content to be covered (all content standards), and related concepts according to guidelines introduced in the text and in class. Demonstrate appropriate sequencing of concepts.
12. Prepare a minimum of eight (8) instructional objectives and suggested time allocations. Include at least one affective **or** psychomotor objective. At least two (2) cognitive objectives should be at levels higher than “application.” Tie all objectives to state content standards for your content area.
13. Develop an instructional strategy for each instructional objective. This strategy should discuss specific actions to be taken. Incorporate technology into these strategies. Be specific. Demonstrate how you will differentiate instruction to accommodate all students. **(S13b,f,14)**
14. Include at least two complete lesson plans in your guided unit. Indicate the instructional objectives to which they relate. Use lesson plan model provided in your student teaching handbook or other approved format. Plans must have all components, including reference to standards. **(S13g)**
15. Develop activities that integrate technology into your lessons. Specify these in detail on the lesson plan model (both teacher and student use of technology).
16. Develop a unit schedule that outlines daily lessons (format: use the teaching plan

- book model.).
17. Write a paragraph detailing how the content included in the unit could be integrated into at least one other subject area.
  18. Develop and provide handouts in a student-ready format.
  19. Develop at least one rubric to use to assess student work.
  20. List all needed learning resources under the following subheadings: Books, Films/videos/hardware/software, Other commercially prepared materials, Teacher-Prepared Materials. Identify which of these materials is particularly appropriate for English learners. **(S13b)**
  21. Provide demographic data for the students in your classroom. Show how you have planned content and selected materials appropriate for the students whom you will teach. **(S13b,f, 14)**

### **Assignments:**

1. Design a unit, minimum 10 days of instruction, which you will teach during directed teaching (see objectives above for specifics). **(TPEs 1b, 4, 6, 7, 9) Due: March 12, 2007; 200 points**
2. Participate in weekly discussions related to assigned reading of text materials as well as any in-class activities. Submit required unit assignments in preparation for unit development. Successfully score 90% or better on grammar text. This objective implies the necessity of being in class each week. See absence/late work policy below. **100 points**
3. Participate in at least one professional development activity related to your discipline. This might be a regional conference, a state conference, a national conference, a school in-service activity, a university conference, or even an online professional development course. Please pre-approve this activity with me. At the conclusion write a short summary of what you did/learned and critique the event. The university graduate student association provides monetary assistance for conferences if you decide to pursue this route. **Due: Anytime before March 15, 2007. 100 points**
4. Read and critique journal articles related to one of the following: a.) teaching literature; b.) teaching writing; c.) teaching grammar; d.) teaching speaking and/or listening. Bring these to class on nights the topic is discussed in class. Each critique should be at no more than 2 pages. Include a short summary as well as a short critique. Please use articles from professional journals only (e.g., *English Journal* or *The Modern Language Journal*). One of the articles may be from an online journal. **Due: Jan. 22, Feb. 5, Feb. 12, Feb. 26. 100 points, 25 pts. each.**

### **Grading Policy:**

Final grade in this course will be determined by a composite of the following:

1. Instructional Unit – 200 points
  2. Attendance and Participation – 100 points
  3. Professional Development Activity – 100 points
  4. Journal Articles – 100 points
- Total 500 points

Grades will be assigned according to the number of points accumulated during the quarter as follows:

A=92-99%    A- = 91%    B+=90%    B=82-89%    B- = 81%    C+=80%  
C= 72-79%    C- = 71%

**Absence/Late Work Policy**

Late work **will not be accepted** unless there is an emergency or an unusual circumstance. Please discuss issues with me **prior to** submitting late work. Because we have a limited amount of time together, absences must be cleared. University policy allows an instructor to award “no credit” when a student misses 20% of the class. At the conclusion of the course I must be able to document that you have met standards and TPEs related to the course. I cannot do this if you are consistently absent.

University policy does not allow grade changes after the quarter is over except for unusual circumstances such as illness or instructor error. Make-up work is not acceptable. Therefore, the grade earned at the conclusion of the quarter is final.

**Disability Accommodation Policy:**

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

### Tentative Schedule

Date	Topic	Readings/ Assignments Due (B=Burke text; H=Hadley text)
<b>Jan. 8</b>	Introduction; syllabus overview; Grammar pretest	
<b>Jan. 15</b>	Holiday Work on Unit Development	B. pp.254-270 H. pp. 456-466
<b>Jan. 22</b>	Teaching Reading/Literature <b>Due: Journal Article</b>	B. pp. 28-101 H. pp. 139-175
<b>Jan. 29</b>	Getting a Job/ Interviewing Unit development	B. pp. 1-23; 422-429 H. pp. 1-81
<b>Feb. 5</b>	Teaching Speaking/Listening  <b>Due: Journal Article</b>	B. pp. 212-226 H. pp. 176-279
<b>Feb. 12</b>	Teaching Writing <b>Due: Journal Article</b>	B. 141-211 H. pp. 280-344
<b>Feb. 19</b>	Holiday Thinking in the English/language Class Oral Proficiency	B. pp. 227-253 H. pp. 230-279
<b>Feb. 26</b>	Teaching Grammar Teaching for Cultural Understanding <b>Due: Journal Article</b>	B. pp. 124-140 H. pp. 345-455
<b>March 5</b>	Managing the Paperwork <b>Due: Unit</b>	B. pp.430-443 H.
<b>March 12</b>	Issues in Teaching English/ Language Grammar Retest	B. pp. 404-412; 454-460 H. pp. 86-138