

**FLORIDA INTERNATIONAL UNIVERSITY**  
**College of Education – Fall 2016 – LAE 4335**  
**Special Methods Teaching English**

Day/Time:	Mondays, 5:00 PM to 7:40 PM
Department:	Teaching and Learning
Website:	<a href="http://education.fiu.edu/">http://education.fiu.edu/</a> (Go to: Academic Programs)
Course Location:	MMC – PC 331
Course Credits:	3 Semester Hours
Instructor:	Dr. Sharon Scruggs-Williams
E-mail address	sscuggs@fiu.edu
Office hours:	By appointment
Telephone:	954-822-9344

**Resources: Required Texts**

**BRIDGING ENGLISH (5<sup>th</sup> Edition)**, Milner, Joseph, Milner, Lucy, and Mitchell, Joan

**Grading Criteria**

The following criteria will be used to guide evaluation of candidates' coursework:

[D = less than satisfactory] To earn a D, some of the critical requirements must be met, but the assignment is not at the satisfactory level.

[C = satisfactory] To earn a grade of C, all requirements of assignment must be met and be at a satisfactory level.

[B = exceeds satisfactory] To earn a grade of B, all requirements of assignment must be met and must exceed the satisfactory level. This means that assignments are very well done, with evidence of student effort (thought).

[A = model quality] To earn a grade of A, all requirements of assignment must be met and the content and presentation of the assignments must reflect model quality. "Model quality" means that in addition to those attributes for an "exceeds satisfactory" assignment, the work reflects exceptional clarity and precision.

The points earned on an assignment will be divided by total points possible to determine a percent that reflects the final grade for the assignment. Further, total points earned in the course will be divided by total points possible to determine the course grade. Points will be converted to letter grades according to the following:

<b>A</b>	94-100%	<b>B+</b>	87-89%	<b>C+</b>	77-79%	<b>D+</b>	67-69%
<b>A-</b>	90-93%	<b>B</b>	84-86%	<b>C</b>	74-76%	<b>D</b>	64-66%
		<b>B-</b>	80-83%	<b>C-</b>	70-73%	<b>D-</b>	60-63%
						<b>F</b>	59% or below

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Drop (DR) Grade

In order to receive a grade of "DR" (Drop), a course must be dropped in accordance with the FIU calendar deadline for the given term. Go to <http://onestop.fiu.edu/academic-calendar/Academic%20Calendar%20Archives/2014-2015%20Academic%20Calendar.pdf> for the FIU's current academic calendar.

Incomplete (In) Grade

FIU Policy for Incompletes (See <http://academic.fiu.edu/polman/sec16web.htm> for complete policy): An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete grade must be made up within two semesters or it will automatically default to the grade that the student earned in the course. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete.

For this course, documentation of the serious interruption must be provided by the candidate to support the request for an incomplete grade. Further, for the instructor to consider awarding an incomplete, the candidate must have half of the work for the course completed and have a course grade of C or above.

**The College's Conceptual Framework (Vision/theme, Mission, Unit Outcomes)**

The College of Education believes *that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). The theme for the College of Education is: **facilitating personal, intellectual, and social renewal within diverse populations and environments** (Theme of the Conceptual Framework of the College of Education – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the College of Education – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes are aligned with state and other professional standards.

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The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

**The Content Outcome** – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

**The Process Outcome** – the requisite generic skills needed to be able to apply the content and pedagogical content. Reflective inquirers - This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learners foster global connections.

**The Dispositions Outcome** – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical “mindfulness” and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit's candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators.

These dispositions/habits of mind that make professional conduct more intelligent include candidates:

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- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004).

**Purpose of Course**

Attached to the deceptively simple title "English teacher" are a variety of responsibilities. It is not enough that the English teacher teaches two-thirds of the three Rs; beyond the teaching of the fundamentals of literacy, he/she must be a reading consultant and diagnostician, literary critic, writing instructor, writer, librarian, reader of books, media specialist, linguist, and oftentimes a psychologist and counselor. Given the complexity of the task, there is obviously no set recipe or formula for teaching the language arts; this course however, will give pre-service/beginning language arts teachers a description of integrated, contemporary research-based principles for the teaching and learning of language.

**Course Design and Standards:**

Recognizing that today's classrooms serve students with greater diversity and needs, **LAE 4335** is designed to develop and enhance classroom instructional skills, techniques, strategies, and planning for teaching language arts in a multi-cultural setting at the middle and secondary level, while concurrently evaluating instructional outcomes relative to race, gender, ethnicity, and socioeconomic

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status. The design of this course is one in which students will be exposed to a curriculum that reflects sound theory and best practice which will enable pre-service/beginning language arts teachers to understand and apply essential strategies for developing and integrating the oral communication, reading, and writing skills of adolescent students. This course will also assist pre-service and beginning language arts teachers in evaluating, designing, and employing instructional methods and techniques that will enhance critical thinking skills that are appropriate to the needs of adolescents.

Using the *Florida Educator Accomplished Practices, NCTE/ILA Standards for the English Language Arts, the State DOE Content Standards, ESOL Competencies, and INTASC Standards*, knowledge of teaching theory relative to language arts, and examples of activities that language arts teachers have developed and found successful over the years, this course will also assist pre-service and beginning language arts teachers in evaluating, designing, and employing instructional methods and techniques that will enhance critical thinking skills and learning appropriate to the socialization and communication needs of adolescents.

Finally, this course will instill certain sets of attitudes essential for the success of pre-service and/or beginning language arts teachers. These sets of attitudes include: valuing **all** forms of communication; valuing literature as both an art form and as a means of understanding the human experience; and, valuing composing as a means of discovering self, creating meaning, and sharing with others; valuing the language arts curriculum as a means to helping students become familiar with diverse peoples and cultures; a **respect for language variations** among students; a willingness to **match student needs with materials and objectives**; a commitment to continued professional growth; and, an enthusiasm for encouraging divergent responses to literature. After all, it is the responsibility of the English teacher to ensure that all students are offered the opportunity to develop those language skills needed to be able to participate as informed members of society and to pursue personal enrichment goals.

### **Performance Outcomes**

Upon successful completion of this course, students will be able to effectively demonstrate the following **Florida Educator Accomplished Practices**: All FEAPs directly instructed and assessed are marked as such\*

### **Quality of Instruction**

1. ***Instructional Design and Lesson Planning***. Applying concepts from human development and learning theories, the effective educator consistently:
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor; \*
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;\*
  - c. Designs instruction for students to achieve mastery; \*

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- d. Selects appropriate formative assessments to monitor learning;\*
  - e. Uses diagnostic student data to plan lessons; and\*
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.\*
- 2. *The Learning Environment.*** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
- a. Organizes, allocates, and manages the resources of time, space, and attention;
  - b. Manages individual and class behaviors through a well-planned management system;
  - c. Conveys high expectations to all students;\*
  - d. Respects students' cultural linguistic and family background; \*
  - e. Models clear, acceptable oral and written communication skills; \*
  - f. Maintains a climate of openness, inquiry, fairness and support;
  - g. Integrates current information and communication technologies; \*
  - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and\*
  - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.\*
- 3. *Instructional Delivery and Facilitation.*** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- a. Deliver engaging and challenging lessons;\*
  - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;\*
  - c. Identify gaps in students' subject matter knowledge;\*
  - d. Modify instruction to respond to preconceptions or misconceptions;\*
  - e. Relate and integrate the subject matter with other disciplines and life experiences;\*
  - f. Employ higher-order questioning techniques;\*
  - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;\*
  - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;\*
  - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;\*
  - j. Utilize student feedback to monitor instructional needs and to adjust instruction.\*
- 4. *Assessment.*** The effective educator consistently:
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;\*

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- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;\*
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;\*
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;\*
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)\*;
- f. Applies technology to organize and integrate assessment information.

**Continuous Improvement, Responsibility and Ethics.**

**5. *Continuous Professional Improvement.*** The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;\*
- b. Examines and uses data-informed research to improve instruction and student achievement;\*
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices\*; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.\*

**6. *Professional Responsibility and Ethical Conduct.*** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.\*

## Learning Experiences and Assessments

### Assignments

Students will successfully complete the following assignments:

1. Discussion Leader Chapter Presentation **(10 points)**
2. Metalog Chapter Summaries **(20 points)**
3. Backwards Design Literature and Writing Lesson Plan **(10 points)**
4. Gradual Release Model Lesson and Simulated Teach **(20 points)**
5. Six week thematic unit including presentation **(30 points)**
6. Digital Assignments **(10 points)**

### ***TaskStream Message to Students***

This course requires you to use TaskStream for uploading your critical assignments. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use. Therefore, you must have a current TaskStream account.

The College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to find your course code (so that you may self-enroll)
- How to self-enroll into your TaskStream course(s)
- How to upload your critical task(s)
- How to document your field hours on TaskStream
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a TaskStream account, you will need to self-enroll in each course that requires TaskStream. **Please sign up for an account in the first week of the class if you do not already have one.**

**For help, go to:**

TaskStream.com (to purchase an account or for TaskStream technical support or to reset password or user name)  
800-311-5656

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[help@taskstream.com](mailto:help@taskstream.com)

(Monday – Friday, 8:00 am – 7:00 pm ET)

COE TaskStream Office

305-348-3655 or 305-348-6143

[tstream@fiu.edu](mailto:tstream@fiu.edu)

ZEB 211 or ZEB 213

(Monday – Friday, 8:30 am – 5:00 pm)

COE IT Department (may provide limited support)

305-348-6305

[coesupport@fiu.edu](mailto:coesupport@fiu.edu)

ZEB 269 (may provide limited support)

(Monday – Friday, 8:30 am – 5:00 pm)

COE Computer Lab

305-348-6134

ZEB 165 (may provide limited support)

(Monday – Friday, 8:30 am – 5:00 pm, plus some evening hours)

**University Requirements** (Code of Academic Integrity; Student Code of Conduct; Undergraduate Academic Misconduct Definitions and Procedures; and, Students with Disabilities)

### **Code of Academic Integrity**

#### **Introduction**

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

#### **Pledge**

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

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**Student Code of Conduct (FIU-2501)**

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at <http://www2.fiu.edu/~sccr/>.

**Standards of Student Conduct** [See all standards at <http://www2.fiu.edu/~sccr/>]

**(1) Student Code of Standards**

A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

**Academic Misconduct Definitions and Procedures**

**Introduction**

Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student, which violates this concept of academic integrity and undermines the

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academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

**Definition of Academic Misconduct**

Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:

**Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

**Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

**Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

**Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

**Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

**Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

**Falsification of Records:** The tampering with, or altering in any way any academic record used or maintained by the University.

**Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

Statement on Plagiarism

*Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for*

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*themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.*

*Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.*

**Students with Disabilities**

Students with disabilities who require course modifications should request accommodations from the Disability Resource Center (DRC). The contact information to register with DRC in the Graham Center, Room 190, is (305) 348-3532 (voice), (305) 348-3850 (fax), (800) 955- 8771 (TDD). The DRC will determine what accommodations will be provided. If a student requires course accommodations, s/he should alert the professor at the beginning of the course. Students with disabilities should be aware that course accommodations will not substantially alter or lower course requirements.

*The professor reserves the right to modify the course content and order of presentation of topics and assignments. Descriptions of assignments will be provided in class and/or via email.*

**Course Schedule**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENT DUE DATES</b>
August 22	❖ Course Overview ❖ Introductory Activity	❖ Gradual Release Model ❖ Backwards Design	
August 29	❖ Continued Topics: ➤ Gradual Release Model ➤ CCSS/FL Standards ➤ Backwards Design ➤ Lesson Plan Template	Chapters 1 & 2	
September 5	Labor Day- FIU CLOSED		
September 12	❖ C-Palms ❖ Continued Topics: ➤ Gradual Release Model ➤ CCSS/FL Standards ➤ Backwards Design ➤ Lesson Plan Template	Chapter 14	✓ DUE: Metacognition- Chapters 1 & 2  ✓ Digital Assignment Due

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September 19	<ul style="list-style-type: none"> <li>❖ Envisioning English</li> <li>❖ Designing Instruction</li> <li>❖ Planning Lessons</li> </ul>	Chapters 3 & 4	<ul style="list-style-type: none"> <li>✓ DUE: Metalog- Chapter 14</li> <li>✓ Ch. 1 &amp; 2 Discussion Leaders</li> <li>✓ Ch. 14 Discussion Leader</li> </ul>
September 26	<ul style="list-style-type: none"> <li>❖ Centering on Language</li> <li>❖ Developing an Oral Foundation</li> </ul>	Chapter 5	<ul style="list-style-type: none"> <li>✓ DUE: Metalogs- Chapter 3 &amp; 4</li> <li>✓ Ch. 3 &amp; 4 Discussion Leaders</li> <li>✓ Simulated Teach</li> </ul>
October 3	<ul style="list-style-type: none"> <li>❖ Responding to Literature</li> </ul>	Chapters 6 & 8	<ul style="list-style-type: none"> <li>✓ DUE: Metalog Chapter 5</li> <li>✓ Ch. 5 Discussion Leaders</li> <li>✓ Simulated Teach</li> </ul>
October 10	<ul style="list-style-type: none"> <li>❖ Celebrating Poetry</li> <li>❖ Engaging Drama</li> </ul>	Chapter 7	<ul style="list-style-type: none"> <li>✓ DUE: Metalogs Chapters 6 &amp; 8</li> <li>✓ Ch. 6 &amp; 8 Discussion Leaders</li> <li>✓ Simulated Teach</li> <li>✓ Backwards Design Lesson DUE</li> </ul>
October 17	<ul style="list-style-type: none"> <li>❖ Unlocking Texts</li> </ul>	Chapters 9 & 10	<ul style="list-style-type: none"> <li>✓ DUE: Metalogs- Chapter 7</li> <li>✓ Ch. 7 Discussion Leaders</li> <li>✓ Simulated Teach</li> <li>✓ Thematic Unit Check Point</li> </ul>
October 24	<ul style="list-style-type: none"> <li>❖ Assaying Nonfiction</li> <li>❖ Making Media Matter</li> </ul>	Chapter 11	<ul style="list-style-type: none"> <li>✓ DUE: Metalogs- Chapters 9 &amp; 10</li> <li>✓ Ch. 9 &amp; 10 Discussion Leaders</li> <li>✓ Simulated Teach</li> </ul>
October 31 Deadline to drop a course with DR (5:00 PM)	<ul style="list-style-type: none"> <li>❖ Inspiring Writing</li> </ul>	Chapter 12	<ul style="list-style-type: none"> <li>✓ DUE: Metalog- Chapter 11</li> <li>✓ Ch. 11 Discussion Leaders</li> <li>✓ Simulated Teach</li> </ul>
November 7	<ul style="list-style-type: none"> <li>❖ Enabling Writing</li> </ul>	Chapters 13 & 15	<ul style="list-style-type: none"> <li>✓ DUE: Metalog- Chapter 12</li> <li>✓ Ch. 12 Discussion Leaders</li> <li>✓ Simulated Teach</li> </ul>
November 14	<ul style="list-style-type: none"> <li>❖ Evaluating Learning</li> <li>❖ Becoming a Complete Teacher</li> </ul>		<ul style="list-style-type: none"> <li>✓ DUE: Metalogs- Chapters 13 &amp; 15</li> <li>✓ Ch. 13 &amp; 15 Discussion Leaders</li> <li>✓ Simulated Teach</li> </ul>
November 21	<ul style="list-style-type: none"> <li>❖ Teaching English Language Arts in the 21<sup>st</sup> Century</li> </ul>		<ul style="list-style-type: none"> <li>✓ Simulated Teach</li> <li>✓ Thematic Unit DUE</li> </ul>
November 28	<ul style="list-style-type: none"> <li>❖ Teaching English Language Arts in the 21<sup>st</sup> Century</li> </ul>		<ul style="list-style-type: none"> <li>✓ Simulated Teach</li> <li>✓ Course Wrap-up</li> </ul>
December 5	Final Exam Week		

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