

McIntyre-McCullough, K.
LAE 6339: Advanced Methods of Teaching English
Spring 2019



**Florida International University
School of Education and Human Development
Department of Teaching & Learning**

**COURSE NAME: TEACHING ENGLISH IN THE SECONDARY SCHOOL
Spring 2019**

COURSE NUMBER: LAE 6339: Advanced Methods of Teaching English

DEPARTMENT: Teaching & Learning

CREDITS: 3

INSTRUCTOR: Dr. Keisha McIntyre-McCullough

EMAIL ADDRESS: kemcinty@fiu.edu

OFFICE HOURS: Mondays 11:00 AM – 1:00 PM; Wednesdays 2:00 PM – 4:00 PM; Thursdays 1:00 PM – 3:00 PM

OFFICE LOCATION: ZEB 255A

TELEPHONE: (305) 348-3230

CLASS LOCATION:

REQUIRED TEXTS:

Atwell, N. (2002). *Lessons that change writers*. Portsmouth, NH: Boynton/Cook.
Beers, K. Probst, R. & Rief, L. (Eds). (2007). *Adolescent literacy: Turning promise into practice*. NY: Heinemann.
Milner & Milner (2017). *Bridging English*, 6th. Edition. NY: Pearson.

RECOMMENDED TEXTS:

Alsop, J. (2010). *Young Adult literature and adolescent identity across cultures and classrooms: Contexts for the literary lives of teens*. NY: Routledge
Camus, A. (1989). *The Stranger* (A New Translation by Matthew Ward). NY: Knopf
Doud, K. (2015). *The Mersault Investigation* (John Cullen Translator). NY: Other Press
Jago, C. (2011). *With rigor for all: Meeting common core standards for reading literature. Second Edition*. NH: Heinemann.
Miller, SJ et al (2008). *Narratives of social justice teaching: How English teachers negotiate theory and practice between preservice and inservice spaces*. NY: Peter Lang
Mitchell, D. & Christenbury, L. (2000). *Both art & craft: Teaching ideas that spark learning*. IL: NCTE.
Moseley, W. (2007). *This year you write your novel*. NY: Little Brown.

Other Things You Need

- ❑ A notebook (not spiral or loose-leaf binder type) You may also use a tablet
- ❑ An inexpensive camera (smart phones ok)

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- Access to *The English Journal* or In the Middle—both published by NCTE (highly recommended). Copies may also be found in Green Library
- Power Point, Prezi, Keynote or other presentation App.
- Your favorite photo, film and music editing software.

A Professional Membership is Required: Select 1 of the following:

- National Council of Teachers of English
- Assembly on Adolescent and Young Adult Literature (an affiliate of NCTE & requires NCTE Membership)
- Florida Council of Teachers of English
- Literacy Research Association
- International Literacy Association
- International Reading Association
- American Education Research Association
- National Association of Multicultural Education

**2019 NCTE Annual Convention: Spirited Inquiry
Baltimore, Maryland**

The Call for Proposals for the 2019 Convention is now open. Proposals are due January 16, 2019,
at 11:59 p.m. EST.

CODE OF ACADEMIC INTEGRITY

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.

The National African American Read-In



Hosted by the Black Caucus of NCTE and NCTE
<http://www.ncte.org/aari>

Reading for the content of the course provides baseline Knowledge (as defined by SACS) for students and supports the college's efforts to develop and to enhance student development as stewards of the discipline. Moreover, the reading for this course includes literary works written in Spanish and in English as well as work which includes written forms of French and Anglophone creoles.

Through membership in discipline based professional organizations, students begin to become active stewards of the discipline as defined by SACS.

General Information:

Students taking LAE 6339 need to be advised of certain expectations and procedures as they begin study in this course. The following are general guidelines; specific directions for completion of work will be given at class sessions.

- A. **Written Work:**
1. Follow the Publication Manual of the American Psychological Association, sixth Edition unless otherwise instructed.
 2. The instructor reserves the right to question students orally about their work in order to establish authenticity.
 3. The assumption is made that more than assigned texts will be used as sources for papers.
 4. Careful attention should be given to English grammar, usage and mechanics appropriate for formal writing and speaking.
 5. In class presentations, students are expected to use the Standard English Vernacular.
 6. Students must successfully complete all assignments to earn credit for the course. Further, students are expected to complete all course requirements during the semester in which they are registered.
 7. Unclaimed papers will be retained for one semester, and may be destroyed after that time.
 8. Please make copies of your work before turning it in; please back up work done on a computer!
- B. **Incomplete/Late Work:**
1. Incompletes are given only in emergency situations. Students who earn IN (Incomplete) in a course are expected to complete the course with the instructor no later than the end of the semester following the semester in which they were enrolled.
 2. The professor is under no obligation to grade late assignments under the pressure of student-imposed deadlines.

C. Assignments and Attendance:

1. The professor reserves the right to make assignments covering subjects/topics not included in the course description which in the professor's professional judgment will help student achieve course objectives and become more empowered learners and teachers.
2. Students will be evaluated on performance in class, reports, formal papers and debate.
3. Ten percent (10%) of the student's final grade is reserved for professional judgment.
4. Attendance is required; this course follows a no cut policy.
5. Late assignments will be penalized one letter grade each day (including weekends) the assignment is late.
6. The class operates on a no cut basis. Excuses for absences must be supported by documentation.

GRADING POLICY:

GENERAL:

The School of Education follows the most recent University policy on grading.

SPECIFIC:

GRADING FOR LAE 6339 is on the University approved, A, B, C, D, F, IN system. Specific criteria are set forth in each assignment. These should serve as a guideline.

"A" Grade: This grade is awarded to students who (1) meet all criteria for all tasks, and do so on time; (2) contribute meaningfully and effectively in class and group meetings; (3) demonstrate a high level of scholarship in written work including creativity, depth of research and analysis, and contribute to the knowledge base of the class as a whole. "A" students are exceptional, and go well beyond minimal requirements.

"B" Grade: This grade is awarded to students who (1) meet all criteria for all tasks in a timely fashion; (2) contribute meaningfully and effectively in class and group meetings; (3) demonstrate a reasonable level of scholarship in written work.

"C" Grade: This grade is awarded to students who (1) meet all criteria for all tasks within the time frame of the course; (2) demonstrate functional literacy for a university student in written and oral work.

"D" Grade: This grade is awarded to students who (1) achieve 70% of the tasks and assignments; (2) contribute little or trivially to group and class discussions; (3) have 3 or more unexcused (and verified) absences.

"F" Grade: this grade is awarded to students who do not meet the stipulations for any of the above grades.

Note: Pop quizzes are given and they count!

THE COLLEGE'S CONCEPTUAL FRAMEWORK: 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

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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, or institutional standards of teacher candidates at the initial level are aligned with State and Professional standards (e.g., FEAPS, INTASC, etc.).

PURPOSE/RATIONALE OF COURSE:

The purpose of this course is to provide candidates with the knowledge, skills and dispositions to construct, deliver and evaluate learning in secondary English. This includes the process of learning itself and the products generated by novice learners as well as the often grey areas in-between. This course will require students to practice kid watching--observing young people in settings other than classrooms in order to better understand the diverse social, linguistic, and cultural ways of learning among adolescents. The course also provides students with experiences in advanced techniques in teaching writing, reading literature and critical thinking and in a holistic, process oriented way, and at the same time fulfill and exceed the needs of high stakes testing. Students will learn to use the Standards in ways, which affirm learning and teaching. This course also intends to help candidates learn to work with Exceptional Child Education adolescents who are mainstreamed and with children for whom English is a second language. This course provides candidates with opportunities to learn and use technology for instructional purposes, and to develop creative products such as poems, plays, short stories, websites and podcasts. Students enrolled in this course will become members of the professional community on a variety of levels. Fundamentally, the goal of this course is to help students experience, acquire, practice and refine methods of teaching ELA beyond the rubrics of standardized tests, mandates and rubrics.

OBJECTIVES:

Students will:

1. Understand and describe the interrelationship of the language arts in English education.
2. Understand and describe how the domains of English/Language Arts can be taught in a holistic manner in meaningful learning contexts.
3. Develop understanding and skill in integrating theory and practice into sound, relevant pedagogy.
4. Develop and demonstrate thematic understanding and organization of learning experiences.
5. Develop and demonstrate interdisciplinary, multicultural and global techniques and practices for organizing learning experiences.
6. Demonstrate expert knowledge and use of diverse genres for teaching and learning [ELA](#).
7. Demonstrate purposeful and creative use of media, technology, fine arts, photography, graphic arts, music, theater, news and global classrooms into units of study for novice learners.
8. Develop a reading/writing program for use in the classroom and include appropriate adaptations for students who are mainstreamed from [ESOL](#), [ELL](#) and [ESE](#) classes.
10. Develop a curriculum that includes divergent cultural, class and gender perspectives.
11. Develop thematic units of instruction, which include multiple genres including poetry, letters and drama.
12. Develop an understanding of and practice a pedagogy for teaching and learning social justice in [ELA](#) classrooms.
13. Engage in the national professional practice of [ELA](#).

Guest Speakers

TBA

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Alicia Edwards, former Journalist/Pre-AP English Language
 Natalia Romero, Miami Dade County Public School Curriculum Specialist, AP English Language
 Reishma Seupersad, Creative Writing/AP English Literature

Course Components	Available Points	Due Date
NCTE 2019 or ALAN 2019 Conference Proposal	15	(NCTE 1/16/19) 1/18/19 with your email
Mini Movie	30	2/13/19
African-American History	30	2/20/19
Women's History Month	30	3/27/19
A Teacher's Writer's Journey	60	3/20/19
Technology	10	3/13/19
Class Reading & Response	50	Various dates
Reading and Writing Workshop	65	4/10/19
Peer Review (presentations)	10	4/10/19-4/17/19
Inquiry Choice: Choose to do an Inquiry-based assignment where you explore an idea in your classroom through action research/research-based practices in lieu of the Mini Movie, African-American History, or the Women's History(interdisciplinary; professional development ie PLC, Lesson Study; genre based; fieldtrip based...) <u>It MUST have a social justice component.</u>	30	2/13/19 or 2/20/19 or 3/27/19
Total	300	

Learning Experiences & Assignments:

Copies of all assignments will be maintained on a jump drive, which will be submitted at the end of the semester.

- 1. 15 Points: NCTE 2019 or ALAN 2019 Conference Proposal** or another conference or venue of the submitters choice. Proposals may be an individual or collaborative effort.
- 2. 30 Points: Mini Movie:**
 Take 10 pictures of something personally meaningful to you. For example, agricultural workers, people going to church, hands, food, architecture etc. You will need these pictures in a digital format—a photo cd is fine or you phone is fine. Organize and edit your pictures to tell a story or send a message in a coherent and compelling fashion; score your pictures using music that captures the mood, tone, setting characteristics, geography etc. of your pictures. Finally write 1 sentence for each picture (it may be a compound/complex structure). Put your work into a Power-Point, Keynote, iBook

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Authors, Vimeo, YouTube or Prezi presentation and present to class. Maximum length is 10 minutes. Post on [Canvas](#) when available.

<http://www.fastcodesign.com/1672917/the-8-steps-to-creating-a-great-storyboard>

<http://www.fastcodesign.com/1672917/the-8-steps-to-creating-a-great-storyboard>

<http://www.storyboardthat.com>

<https://www.youtube.com/watch?v=LgDwNxGIuCQ>

<https://www.youtube.com/watch?v=bJh4QUzMPyQ>

OR

Create a movie about an issue in society that needs attention. The United Nations has a list of topics or you may choose our own; <http://www.un.org/en/sections/issues-depth/global-issues-overview/>. Be sure to use data and research to create your movie

Sample videos by students StudentCam by CSpan. <http://www.studentcam.org/>;
<http://www.c-span.org/video/?c4725833/studentcam-2018-fight-vote>

4. 60 points: African-American History (30) and Women's History Month (30):

Plan your African American History Month and Women's History Month activities and celebrations and share with the class. Be sure to research activities and resources available locally **and include these in your references**. The activities must be interdisciplinary and have multiple modalities—fine art, photography, music, theatre, history, literature, law, architecture, science etc. A teacher's guide and references must be included. You are **encouraged** to extend this assignment to the global context. Post on [Canvas](#) when available.

5. 60 Points: A Teacher's Writer's Journey:

Each student and the teacher will write either in a variety of genres, or a single one this term.

Screenplays, skits, commercials, poems, cartoons, stories op-ed, letters, prayers, food writing, calls to action on social justice issues, venting frustration with trying to find 1 hour out of 24 for yourself etc. are all on the table. Writing can be written long-hand in your notebook and then typed when ready for formal sharing as part of your, *Reading/Writing Workshop* or you may write electronically (as long as you **keep all of your drafts**). Writing journeys will be shared with the class. The goal is to write for yourself 1 hour per day—everyday. (I know it seems like forever) You may make break the time up into intervals. You may count re-reading what you have written and typing and/or revising what you have written as part of your daily writing time. In class, we will explore, discuss and design strategies to promote the continuation and completion of your writing. Additionally, we will explore pedagogical strategies for teaching various genres in communities of adolescent readers and writers. Writing Journey's will work as an on-going record of your learning, understanding, questions and emergent answers. Students should expect to share their writing journal at class meetings, albeit you may keep some portions private. Journals will be graded on the following criteria: (1) there is enough depth and content to indicate that you have written **everyday** for at least 1, albeit choppy hour; (2) the piece is shared with the community of writers; **(3) the writer provides evidence of application to his/her personal and professional growth; what counts as evidence will be decided by this community.** (4) the writer provides an articulate examination of how the writing can inform/misinform pedagogy and educational policies; (5) the writer submits his/her journey ideas for professional writers' review or to his/her own students. Walter Mosely's short book, *This Year your Write Your Novel*, will come in very handy here. It is available in paperback used and inexpensive.

6. 10 Points: Technology

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- a. Sign up for **Simple K12 free**: [Register from: School of Education and Human Development: education.fiu.edu](#) and fill out the form. **Required**.
- b. Share 1 iPad App with the class suitable for teaching any aspect English Language Arts with the class. **Or**
- c. Develop and teach 2 reading/writing/literature lessons on the iPad. (They can be checked out from our department of Teaching & Learning Senior Secretary: Ms. Jenny Andino.
- d. Connect lessons to Common Core for either MS of HS Language Arts. **Required**

7. 50 Points: Class Reading & Response (5 points for each of 10 reading postings)
Students are expected to complete all class reading. Written Response assignments will be posted on Canvas as directed.

8. Reading and Writing Workshop 65 points:

Peer review (10 points)

The workshop is **the major component** of this class. Please note it is a continuing project that begins with the first class and ends with the last. Everything that you do is part of the workshop. Essentially, the class will run like a reading/writing workshop wherein **all** are writers and readers. The notebook described above is an essential tool for writers and therefore critical to the workshop. Some writing will be done in class. In this way students will learn to develop a workshop by practicing and participating in the joys and pangs of writing themselves. We will use the Common Core Standards for English Language Arts in preparation of this work! These are available on line.

Here are the basics of what we will be how we will be operating:

- ✓ In small groups (Individual option), students will develop a reading writing workshop classroom along the lines suggested by Atwell for secondary students.
- ✓ Each group must have a **thematic** focus and be anchored in a **clearly conceptualized social justice focus**. We will talk and read at length about various definitions of social justice and social justice practices. Suffice it for here to say that social justice moves beyond recognition of an injustice, toward purposeful, positive, purposeful change.
- ✓ Each group will be semi-autonomous, in that they will establish rules and procedures for their workshop, select materials and topics for writing, design lessons and collaborate on research.

Write It Your Way: Architects of Success (See Atwell)

- ✓ Students will design the layout for their workshop--seating arrangements, revising and conferencing schedules and decisions about publication of writing and sharing the writing with the larger group and record keeping.
- ✓ **Avenues for publication of student texts must be clearly identified.**
- ✓ Group members will also collaborate on a written analysis and assessment of their workshop and on methods for applying the workshop concepts and practices in secondary classrooms.
- ✓ The group will need to convene in order to compare/share notes and reflections and **develop a paper that reflects the experiences of each group member.**
- ✓ Students will develop reading and literature classroom activities that are built around the groups theme(s), interests, purposes for change needs and/or concerns.
- ✓ Students will prepare for class presentation
- ✓ Students will develop at least **5** assessment rubrics;

Students will make a formal presentation to the class using Power Point or other presentation modality of their choice.

This presentation will include the following:

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- A rationale for what they are doing and why;
- 1 mini-lesson on each of the following:
 - how to work collaboratively in small groups;
 - vocabulary;
 - how to use an aspect of computer technology for teaching & learning;
 - genre study: poetry a must for one lesson (analysis); student choice for the second lesson;
 - the elements of literature--voice, characterization, plot, themes, settings, gender issues etc.);
 - the elements of language study-rhetoric, argumentation, nonfiction study; media analysis
- Materials list and samples including:
 - maps, fiction & non-fiction,
 - classics and adolescent fiction/non-fiction,
 - films, music, games
 - field trip possibilities and assessment measures accompanied by criteria
 - web sites, apps.
 - Literature selections
 - Biographies, essays, diaries, memoirs, articles
 - Several forms of media for presenting students' knowledge of reading and the product of their writing including:
 - video, music, newsletters, photography, cards etc. Animation, (morphing, storyboards and scripts are also possibilities.
- Student Bibliography
- Align with Common Core

9. 10 Points: Professional Judgment

Scale:

300-295 = A	284-280 = B	269-265=C
294--290= A-	279-275 = B- =	264-260=C-
289-285 = B+	274-270 = C+	259 & below = F

Course Calendar

Week 1

Objective: Engage in the National Professional Practice of English Language Arts.
1/9/19 In class activities: Chat & write: proposals for the **Fall 2019** Conference of the National Conference of Teachers of English
Course Overview: Weeks 1 & 2: Q & A
Continuation of workshop on proposal with instructor as needed.
Assignment: Submit proposal to NCTE by Deadline. This is the Taskstream assignment for this course as well. Upload a copy of the proposal to **Canvas** (when available)

Homework: **Read:** The Common Core Ate My Baby (on-line article)
<http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/The-Common-Core-Ate-My-Baby-and-Other-Urban-Legends.aspx>

1/16/2019 **Post** on Canvas responses to the reading noting 3 critical points from the article. This is to be one posting with 3 sub-headings. Explain each point in detail and why is this significant to English Language Arts (ELA).
To Do: Get a writers' notebook. The style may be simple or elaborate and whatever size you are comfortable with. It should not have tear out pages, and should have lines. It is easiest to edit writing when you have lined pages, and margins and when you skip lines. Try out your new journal by writing in it for 1 hour as described above. (You may have until Friday, 1/18 to post if you have

submitted a proposal individually or with a group.)

Week 2
1/16/2019

Discussion: Conference Proposals: Trials, Errors, Hopes and Dreams: Reflection on the Process.

Discussion: The Common Core

Question & Answer Session

Homework: Read: Bridging English chapters 1 & 2

Assignment: Post your response to this reading—what ideas (3-5) can you take away and use. What ideas do you find questionable or problematic. Post on [Canvas](#) by 1/22. Write for 1 hour in your notebook. Think about your Mini-Movie Theme

Week 3
1/23

Question & Answer Session

Discussion of **Mini Movie Project**

Brainstorm topics & themes;

Consider what story will you tell;

List kinds of experiences you might use to tell your story;

What pictures do you already have; what do you need?

Draft a storyboard.

<http://www.fastcodesign.com/1672917/the-8-steps-to-creating-a-great-storyboard>

<http://www.storyboardthat.com>

<https://www.youtube.com/watch?v=LgDwNxGIuCQ>

<https://www.youtube.com/watch?v=bJh4QUzMPyQ>

Homework: Compile an electronic file of the things you need for your mini movie as well as lists of sounds, song, images etc. and bring to class. We will be working on these in class.

Bring draft plans/ideas for a classroom based African American History

Month series of lessons or project.

Read: Chapters 3 & 4. Select at least **5** ideas for learning & teaching language to ELL/ESOL students. Post response on [Canvas](#) by 1/29/19

Week 4
1/30/2019

Discussion and Demonstrations: Thematic Thinking, Planning and Teaching

Putting it all together: Mini Movie Workshop

Sharing Writers Notebooks (points awarded)

Homework: Read *Bridging English* chapters 5 & 6 on [Canvas](#) by 2/5/2019
Prep for Love Poetry Slam

Week 5
2/6/2019
Activity

Last Workshop on Mini Movie

Discussion of reading

Writing Memory

African American history ideas, lesson planning, lesson evaluation.

Studying the African Diaspora across the curriculum throughout the calendar.

Should and probably should not.

Assignment: *Bridging English* Chapters 6 & 7: Post response on [Canvas](#) by 2/12

Homework: Complete Mini Movie
Outline/Draft African American History Month project
Bridging chapters 8 & 9.

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Prep for Love Poetry Slam

Week 6

2/13/2019

Guest Speaker: Natalia Romero

Love Poetry Slam (Professional Judgment points awarded)

Mini Movie Due Post on **Canvas** (put on a jump drive and/or email to yourself for a just in case technical oops.

Presentation of Mini Movies in class

Workshop on African American History Projects

Homework Bridging Chapters, 10 & 11

Week 7

2/20/2019

Presentation of African American History Lessons/Projects Post on **Canvas** by 2/26

Workshop on Women at home and abroad

Themes, topics, issues

Homework: Women's History Month project and activities

Research web sites dealing specifically with women's issue globally

Select a theme—build ideas for a month of study

Bridging Chapter 12; Atwell, Section 1

Week 8

2/27/2019

Student Presentation: Atwell Section 1

Share Writers Notebook (points awarded)

Workshop Women's History Month Lessons and activities

Bridging Chapter 14

Read: Beers et al Chapter 1

Prep for Technology Review and Presentation

Week 9

3/6/2019

Student Presentation: Beers et al, Chapter 1

Technology Review & Presentation due 3/5

Women's History Project due 3/27

Homework: **Read Beers et al Chapter 10 & 11**

Prep for Technology Review and Presentation

Work on Women's History Project

Spring Break March 11-15

Week 10

3/20/2019

Guest Speaker: Alicia Edwards

Student Presentations: Beers et al Chapters 10 & 11

Technology Review & Presentation Due

Make a Table of Contents for your Reading/Writing Workshop

Week 11

3/27/2019

Student Presentations: Beers et al Chapter 10 & 11

Work shopping A Teacher's Writer's Journey:

organizing, share, revise, critique

Read & Respond Beers et al Chapter 10 & 11 due 3/19

Read Beers, et al Chapters 12 & 13

Week 12

Read & Respond: Beers, et al Chapters 12 & 13 3/26

4/3/2019

Possible Guest Speaker

Homework **Read Beers et al Chapter Interlude chapter 14 & 15**

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Week 13

4/10/2019 **Guest Speaker: Reishma Seupersad**

Reading/Writing Workshop: Presentations

Read & Respond Beers et al Chapter Interlude chapter 14 & 15 4/2

Week 14

4/17/2019

Reading/Writing Workshop Due Presentations and (final submissions)

Read & Respond: Atwell Section 3: Lessons about Genres. 4/9

Week 15 **Clean up/ Films**

4/24/2019 **Reprise, Reflection, Celebration, Evaluation**

Reference Texts

- Burke, J. (1999). *The English teachers companion: A Complete guide to classroom, curriculum, and the profession*. NH: Boynton/Cook
- Burke, J. *I'll Grant You That*. Portsmouth, NH: Boynton/Cook
- Christen, L. (1999). *Reading, Writing, and Rising Up: Teaching about social justice and the power of the written word*. Rethinking our Schools.
- Christenbury, L. (1993). *Becoming a teacher of the language arts*. NH: Heinemann.
- Feber, J. (2004). *Creative book reports: Fun Projects with Rubrics for Fiction & Non-Fiction*. Gainesville: Maupin House Publishing.
- Mahiri, J. (1998). *Shooting for excellence*. IL: N.C.T.E.
- National Council of Teachers of English: *Standards for English Language Arts. IL: N.C.T.E.*
- National Council of Teachers of English. *Teaching Literature in H.S.: Novel*
- Probst, R. ((2004). *Response and Analysis: Teaching literature in the secondary school*. Portsmouth. Heinemann
- Swope, K. & Miner, B. (Eds.) (1999) *Failing our Kids: Why the testing craze won't fix our schools*. Rethinking our Schools.
- Gaughan, J. (1997). *Cultural Reflections: Critical teaching and learning in the English classroom*. Portsmouth, NH: Boynton/Cook.
- Macedo, D. (1994). *Literacies of power: What Americans are not allowed to know*. Boulder, CO: Westview.
- Purves, A. C., Jordan, S. L. & Peltz, J. J. (Eds.) (1997). *Using Portfolios in the English Classrooms*.
- Routman, R. (1996). *Literacy at the Crossroads: Crucial talk about reading, writing and other teaching dilemmas*. Portsmouth, NH: Heinemann.
- Tompkins, G. E. (1993). *Teaching writing: Balancing process and product*, second edition. NY: Merrill.
- Willis, A. (1998). *Teaching and Using Multicultural Literature in Grades 9-12: Moving Beyond the Canon*. Christopher-Gordon: Norwood, MA.

LAE 6339: Advanced methods of Teaching English in the Secondary School Task Stream Rubric

Assignment FEAPS: 3, 4, 8 & 12

	Unsatisfactory	Developing	Satisfactory	Exemplary
	0	1	2	3
Theme	The proposal has no relationship to the conference theme	The proposal has some relationship to the conference theme, but is superficial in parts.	The proposal clearly & logically adheres to the theme, and follows a logical sequence.	The proposal presents information in a logical, interesting sequence which the audience can follow and engage in.
	<p>Students exhibit no knowledge of English/Language Arts. There are no related citations.</p> <p>The lack of critical thinking is used in the proposal and does not apply any knowledge to the theme.</p>	<p>Students exhibit limited reading knowledge of English/Language Arts. There are no related citations.</p> <p>The proposal has little evidence of basic critical thinking & fails to utilize basic applications of knowledge to the theme.</p>	<p>The proposal clearly & logically adheres to the theme, and follows a logical sequence.</p> <p>The proposal exhibits a good command of the scholarly foundation of Eng./Lang Arts. Appropriate citations.</p> <p>The proposal effectively connects the theme to diverse historical and/or contemporary issues & world views.</p>	<p>Proposal demonstrates full knowledge of the scholarship and answers the call with elaboration, analysis and synthesis.</p> <p>The proposal is accepted.</p>
Pedagogical relevance for 6-12 Eng./LA Teachers	<p>There is no articulation and explanation of the needs of the 6-12 learners in the rationale for the proposal.</p> <p>Questions about meaningful pedagogy are not raised.</p>	<p>The proposal provides a generally weak articulation & explanation of the needs of 6-12 learners in the rationale for the proposal.</p> <p>Questions about meaningful pedagogy</p>	<p>The proposal provides an articulate & explanation of the needs of 6-12 learners in the rationale.</p> <p>It effectively makes connections among cultural/ historical space, place contemporary realities and meaning.</p>	<p>The proposal demonstrates in depth of knowledge.</p> <p>The effectively makes connections among cultural/ historical space, place</p>

	<p>Minimal requirements for inclusion are not met.</p> <p>There are no clear considerations of cultural, linguistic and ability & diversity.</p>	<p>are not raised.</p> <p>Minimal requirements for inclusion are not met.</p> <p>There are no clear considerations of cultural, linguistic and ability & diversity.</p>	<p>Citation information or media, text & music are provided.</p> <p>Compelling questions about pedagogy. are raised.</p> <p>Exceeds minimal requirements for inclusion.</p> <p>The proposal effectively includes ability, cultural, ethnic and linguistic diversity.</p>	<p>contemporary realities and meaning.</p> <p>The proposal makes excellent, scholarly use of the multimedia materials and provides easy access for the audience.</p> <p>Compelling questions about pedagogy are raised.</p> <p>Exceeds minimal requirements for inclusion and gives pragmatic examples.</p> <p>The proposal effectively includes ability, cultural, ethnic and linguistic diversity.</p>
<p>Quality Of Writing/ Submission Guidelines</p>	<p>The proposal is marginally coherent.</p> <p>There is a lack of citations.</p> <p>Parts of the proposal are incomplete.</p>	<p>The proposal is marginally coherent and conforms to the basic rules of writing, but lacks maturity in sentence structure and language choices.</p> <p>Citations are present, but incorrectly formatted.</p> <p>Parts of the proposal are incomplete.</p>	<p>The proposal is very well written. It adheres to the rules of good writing in all aspects.</p> <p>Citations are present & in correct format.</p> <p>All parts of the proposal are complete.</p>	<p>The proposal is very well written. It adheres to the rules of good writing in all aspects.</p> <p>Citations are present & in correct format.</p> <p>All parts of the proposal are complete.</p>

McIntyre-McCullough, K.
LAE 6339: Advanced Methods of Teaching English
Spring 2019

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