

**FLORIDA INTERNATIONAL UNIVERSITY**  
**DEPARTMENT OF TEACHING AND LEARNING**



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**Term:** Spring 2019

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**Office Hours:** M 11:00a.m. - 1:00 p.m.; W 2:00 p.m. - 4:00 p.m.; R 1:00 p.m. - 3:00 p.m.

**Course:** LAE 4993 *Navigating Theory and Practice in the Secondary ELA Classroom (03 Credits)*

**Rationale (Justification):** The new Florida Teacher Certification Exams, the English Subject Area 6-12 exam being one of them, have brought new competencies based on Common Core which is loosely based on the Advanced Placement English Literature and Language exams as such, it is necessary for English Education students to understand educational and literary theory while learning how to use them in the course of their own practice in the English Language Arts (ELA) classroom. This course, *Navigating Theory and Practice in the Secondary ELA Classroom*, is designed to meet those requirements in an innovative manner; revisiting skills learned in English and Education while practicing those skills with Advanced Placement English students.

**Course Objectives:** Students will be able to

- Understand how theory and pedagogy are intertwined
- Synthesize knowledge gained in school through practical experience by revisiting English 6-12 skills, education theory, and critical approaches to literature
- Practice those skills in the field through tutoring Advanced Placement (AP) students in AP English Language and Composition
- Observe and analyze an AP English Literature and Composition course
- Reflect weekly in writing, connecting theory and practice for teaching English/Language Arts
- Receive and reflect on bimonthly feedback from an Advanced Placement English Language student about their knowledge and teaching practice
- Apply knowledge of curriculum and pedagogy in an ELA classroom
- Develop test-taking strategies

**Learning Outcomes:** To apply knowledge of curriculum and pedagogy in the ELA classroom. To understand how to tutor and teach a specific population and specific core content (Advanced

Placement English Language and Composition and Advanced Placement English Literature and Composition.

### **Why Does This Course Matter?**

This course is integral in assisting you in understanding how merge pedagogical and theoretical knowledge. It also allows you to understand the Advanced Placement curriculum in English Literature and English Language, classes where mostly seasoned educators in schools are given the opportunity to teach. Understanding the curriculum and assisting AP students will provide an additional boost to your knowledge- base and an incentive in the career market. Additionally, tutoring advanced students is not a skill taught in most universities, the norm when applied is usually with students who are in remedial or lower level courses.

### **How Will This Course Help You to Succeed?**

The course is using the Advanced Placement curriculum, literature and language study and the application of these concepts to underscore your learning. Similar elements are on the state educator assessment in English and you will be required to teach this type of writing in your own English courses. The tasks required on the exam and in the ELA classroom are in essence, to understand curriculum and how to teach that curriculum. By working on AP curriculum, reflecting, observing, and tutoring, you will be given an opportunity to process your knowledge and meaning making in different ways. This is the constructivist approach to teaching. The constructivist tenets that underscore the class are the following: (1) knowledge is a network concept, it builds and is interconnected; (2) knowledge is socially constructed. For learning to take place there must be some interaction between students; (3) Learning is situated and the tasks must be authentic. The context is of high importance and students must be involved in real-world tasks; and finally, (4) The teacher's role is to scaffold and transfer. The teacher builds on prior knowledge and the learning transfers from teacher to student and from context to context (Good and Brophy, 1995). As such, this course will utilize the gradual release model of instruction; I do-We do-You do.

### **What texts do you have to buy?**

For this class, you will ***NOT*** purchase a text, all materials will be provided for you. **You will only be required to retake the exam in April and provide a copy of your scores as soon they have been provided.**

#### Course Resource Texts

- Advanced Placement English Language and Composition (Acorn) Course Description
  - <http://media.collegeboard.com/digitalServices/pdf/ap/ap-english-language-and-composition-course-description.pdf>
- Advanced Placement English Literature and Composition (Acorn) Course Description
  - <http://media.collegeboard.com/digitalServices/pdf/ap/ap-english-literature-and-composition-course-description.pdf>
- Jasper, K. M. (2017). [FTCE English 6-12: NavaED: Everything you need to Slay the English 6-12 Exam](#)
- [FTCE English 6-12 Practice Questions: FTCE Practice Tests & Exam Review for the Florida Teacher Certification Examinations](#)

### How will you succeed in this course?

To succeed in this course, you will need to first attend EVERY class session. The sessions are in three-week cycles that build upon each other (reading analysis, writing analysis, and an intersection of the two). You will not be able to do the other assignments (observe, tutor, and reflect) if you miss the actual lecture and application session. The second task that is required is to observe an AP English Literature course for one hour, using the information gained in your class session to drive your observations. Consider what you are learning and the context of what the educator is practicing. If possible discuss your thoughts with the educator. Third, you will use the knowledge gained in class and in observations to tutor AP English Language students for one hour. Do the best job possible because AP students are very demanding, and they will be critiquing your performance every two weeks. This will be a learning process for both of you. Finally, after learning, observing, and tutoring, you will reflect on the process, the knowledge gained, what more you need to grow, among other elements. In this stage, you will really need to think about yourself as a learner and a future educator. If all these things are accomplished, you will succeed in the class, gain new knowledge, and be a well-rounded ELA educator.

### How will I evaluate your progress?

Your progress will be evaluate based on your work in class, your observations, your reflections, and your critiques. An additional twenty points will be added each week based on my evaluation.

Assignments	Points per Week
In class work	20
Observations	20
Tutoring	20
Reflections	20
Professional Judgement	20
<b>Total per Week</b>	<b>100</b>

\*The total of 14 week times 100 is 1400.

### Grades are based on the following criteria

Grades	Points	Percentages
<b>A</b>	1400-1260	90-100
<b>B</b>	1259-1120	80-89
<b>C</b>	1119-980	70-79
<b>D</b>	979-840	60-69
<b>F</b>	839-0	0-59



**You will not pass the course with these grades!**

### Grading Scale:

An **A** in this course will be characterized by outstanding commitment to developing new understandings of what it means to be an English teacher. This commitment will be evidenced by completing all assignments in an exemplary manner and fully participating in all individual and collaborative discussions and activities. **An A in this course requires successful completion of all Learning Activities with no more than TWO absences. An A will equal 90% or higher.**

A **B** in this course will be characterized by honest and satisfactory commitment to developing new understandings of what it means to be an English Language Arts teacher. This commitment will be evidenced by satisfactory completion of all assignments and fully participating in individual, collaborative, and Web-based discussions and activities. A **B in this course requires successful completion of all Learning Activities with no more than THREE absences. A B in this course will equal between 71% and 89% of the total.**

A **C in this course requires successful completion of all Learning Activities with no more than FOUR absences. A C will equal 70% of the course's total.**

**Students on the path to earning grades of D or F will be counseled to withdraw from the course. Assignments posted after their due dates will receive reduced credit.**

\*\*\*It should be noted that you may complete all assignments and not miss any classes and still will not receive an A or B as a result of *the quality of your assignments*.

### **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.

### ***Competencies and Skills***

#### **Competency 1—Knowledge of the effective use of the English language at the postsecondary level**

1. Identify and analyze influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
2. Identify and apply standard English grammar and usage with proficiency.
3. Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.
4. Identify and distinguish the effective use of sentence variety.
5. Identify and select appropriate reference materials to determine the meaning of a word, its pronunciation (e.g., homonyms, homophones), part of speech, synonyms and antonyms, and etymology.

6. Determine and apply the connotation and denotation of key words.
7. Identify and analyze the structure and meaning of words according to their word parts (i.e., prefixes, root words, and suffixes).
8. Identify and interpret figurative language (e.g., idioms, figures of speech).
9. Identify and use general academic and domain-specific language.
10. Identify and apply methods of effectively assessing language skills.
11. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach language skills.

### **Competency 2—Knowledge of effective writing skills**

1. Differentiate among various forms of writing (e.g., expository, narrative, persuasive, argumentative) in various texts.
2. Analyze arguments for evidence of logical reasoning and applicable, adequate support.
3. Identify and analyze effective organizational and stylistic choices in various forms of writing.
4. Identify and apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, proofreading, and publishing).
5. Differentiate and select appropriate forms of technology to enhance the writing process.
6. Identify and assess meaningful feedback to student writing.
7. Identify and apply strategies to instruct students in the selection and evaluation of relevant and reliable information from various resources.
8. Identify and apply knowledge of the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).
9. Identify audience and purpose and differentiate how they impact language and writing.
10. Identify and apply methods of effectively assessing writing skills.
11. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach writing skills.

### **Competency 3—Knowledge of literacy processes across genres**

1. Analyze and apply techniques to understand levels of text complexity.
2. Evaluate effective strategies to teach analysis of texts (e.g., imagery, semantic and syntactic structures, diction).
3. Select effective strategies to construct meaning from texts.
4. Analyze and apply techniques to understand levels of text readability (e.g., quantitative and qualitative methods).
5. Determine the meaning of a word, phrase, paragraph, or text based on its context.

6. Identify and apply appropriate strategies (e.g., choral reading, readers' theater) to promote fluency (e.g., accuracy, prosody).
7. Identify and determine how text structure (e.g., compare-contrast, cause and effect, chronological) impacts comprehension.
8. Analyze reading performance to determine where a student falls on the reading continuum (i.e., frustration, instructional, independent).
9. Identify and apply methods of effectively assessing literacy processes.
10. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach literacy processes.

#### **Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts**

1. Analyze various literary and rhetorical devices (e.g., symbolism, style, allusion, irony, foreshadowing, tone, figurative language, syntax).
2. Evaluate the characteristics of various genres (e.g., drama, biography, speeches).
3. Evaluate the characteristics of various texts within and across literary movements.
4. Select a variety of methods for assessing the understanding of fiction, nonfiction, and informational texts.
5. Evaluate various texts using a range of critical approaches (e.g., gender, sociological).
6. Evaluate the characteristics of various texts within and across historical time periods.
7. Identify and differentiate among a range of historical and contemporary authors and speakers (e.g., American, Latin American, Asian, African, British) within and across time periods and genres.
8. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach fiction, nonfiction, and informational texts.

#### **Competency 5—Knowledge of critical responses to media**

1. Identify and apply effective techniques and technologies for listening, viewing, speaking, and presenting.
2. Analyze media to evaluate meaning, intent, effect, and technique.
3. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach listening, viewing, speaking, and presenting.
4. Identify and apply methods of effectively assessing listening, viewing, speaking, and presenting.

### ***Written Performance Section***

#### ***Competency and Skills***

**Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection**

1. Demonstrate the ability to organize ideas around a clear and coherent thesis statement.
2. Incorporate relevant details and ample textual evidence to support the thesis statement.
3. Demonstrate proficient use of postsecondary level standard written English (e.g., varied word choice and syntax, semantics, language conventions).
4. Use appropriate style to enhance the reader's interest and understanding.

**\*\*ALL WRITTEN ASSIGNMENTS SHOULD BE IN MLA FORMAT**

**Assignment Details**

<b>Assignment</b>	<b>Description</b>	<b>Deadlines</b>
In Class Assignments	Application of in-class knowledge	Weekly
Observations	Observe an AP English Literature course, questions will be provided	Weekly
Tutoring	Tutor AP English Language student(s) using the knowledge and information provided in class.	Weekly
Critique	AP student critiques your performance	Biweekly
Reflection	Reflect on your learning and teaching.	Weekly
Professional Judgement	Used to assist students	Weekly

**How should you prepare for the course?**

The preparation needed to take this course would be to take all your English Education and English courses. You should be a Junior or Senior.

**What if I miss class?**

If you miss class, you will have to schedule a time to make-up the session, all two plus hours within that week and make up the other assignments as well. If you have missed more than one session, this may prove overwhelming and you may need to drop the course.

**What if I miss a Deadline?**

You will be allowed one opportunity to miss a deadline. After that, you will be penalized by each day missed, 5 points will be deducted from your assignment per day missed.

**Academic Integrity**

SEHD Computer Lab  
Mac Lab ZEB 163 (alarmed)  
PC Lab ZEB 165

Limited availability depending on whether a class is in there  
305-348-6134

**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.

### **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 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 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.*

### **Additional Assistance**

Center for Excellence in Writing, [writingcenter.fiu.edu](http://writingcenter.fiu.edu), GL 120 Open Monday-Thursday 9:00-8:00 and Friday 9:00-5:00. The CEW can help you brainstorm, draft, revise, or polish your written work.

Center for Academic Success, [undergrad.fiu.edu/cas/learning-center](http://undergrad.fiu.edu/cas/learning-center), GL 120 Open Monday-Thursday 8-8 and Friday 8-5. Tutoring assistance begins at 9:00 each day on both campuses. CAS can assist you with reading skills, study techniques, and grammar.

Disability Resource Center, [studentaffairs.fiu.edu/student-success/disability-resource-center](http://studentaffairs.fiu.edu/student-success/disability-resource-center). Open Monday-Thursday 8-6 and Friday 8-5, GC 190 If you need accommodations, you have a right to

have these met, so it's best to visit the DRC and notify instructors as soon as possible.

Counseling and Psychological Services, SHC 270  
<http://studentaffairs.fiu.edu/wellness/counseling-and-psychological-services/> Open Monday-Tues 8-6:30 and Weds-Fri 8-5pm; Same-day consultations Mon-Thurs 10-3 and Friday 11-3. If you are experiencing stress, depression, grief, or trauma, please take advantage of the counseling assistance at FIU.

Student Food Pantry, DM 166 (second location at BBC; see website)  
<http://studentaffairs.fiu.edu/get-support/student-food-pantry> Open Monday 12-3pm; Tues. 2-5:30pm; Weds. & Thurs. 2-5pm

### Schedule

#### Gradual Release Model: I Do, We Do, You Do, We Do, You Do

Weeks/Competencies	Assignments (Major Topics)	Educator Meetings/AP Student Critique
<p><b>1-January 7, 2019</b>  <i>Competency 3—Knowledge of literacy processes across genres</i>  <i>Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts</i>  <i>Competency 5—Knowledge of critical responses to media</i>  <i>Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection</i></p>	<p><b>Reading Analysis: Structure &amp; Form</b>  <b>Theory: Vygotsky's Zone of Proximal Development (Cognitivist)</b>  <b>Critical Approaches to Literature: Mimetic</b>            How to annotate            Chronological Analysis            (Poetry, fiction, non-fiction, media)            Free verse, sonnets (Petrarch &amp; Shakespeare),            Metaphysical Poets, Sestinas, short story, drama,            novel, diary, essays, speeches            Historical context, author, news, media, pop culture, politics  <u>Text: Acorn Book Questions</u>  <b>HW: Observations and Reflections due Friday</b></p>	
<p><b>2-January 14, 2019</b>  <i>Competency 1—Knowledge of the effective use of the English language at the postsecondary level</i>  <i>Competency 2—Knowledge of effective writing skills</i>  <i>Competency 5—Knowledge of critical responses to media</i>  <i>Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection</i></p>	<p><b>Writing Analysis: Structure &amp; Form</b>            Chronological Analysis            Assertion Evidence Commentary            Grammar (colon, semicolon, AWWUBUS/FANBOYS)            Details, Refutation, Conclusion            Using First/Third Person,            Look to the Future, Ask a Question, Do Something,            Revisit the Anecdote  <u>Writing: Synthesis Essay-Acorn Book</u>  <b>HW: Observations and Reflections due Friday</b></p>	Meeting/Critique
<p><b>3-January 21, 2019</b>  <b>NO CLASS</b>  <i>Competency 1—Knowledge of the effective use of the English language at the postsecondary level</i>  <i>Competency 2—Knowledge of effective writing skills</i></p>	<p>Bridge: Review Analysis &amp; Writing            Bystander Effect            Sexual Harassment  <b>HW: Observations and Reflections due Friday</b></p>	

<p>Competency 3—Knowledge of literacy processes across genres Competency 5—Knowledge of critical responses to media</p>		
<p><b>4-January 28, 2019</b> Competency 3—Knowledge of literacy processes across genres Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts Competency 5—Knowledge of critical responses to media Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection</p>	<p><b>Reading Analysis: Style &amp; Purpose</b> <b>Theory: Motivation (Extrinsic and Intrinsic-Behaviorist)</b> <b>Critical Approaches to Literature: Objective</b> Terms: imagery, metaphor, irony, diction, syntax, anaphora, synecdoche, juxtaposition, antithesis, paradox, simile, motif, conceit, parallel structure, audience, purpose, logos, ethos, pathos Rhetorical Mode: Comparison Contrast, Cause Effect, Argument, Narration, Description Strategy: SOAPS How to read/cite footnotes, citations... <u>Text: Acorn Book Questions</u> <b>HW: Observations and Reflections due Friday</b></p>	Meeting/Critique
<p><b>5-February 4, 2019</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection</p>	<p><b>Writing Analysis: Style &amp; Purpose</b> Rhetorical Analysis Literary Analysis Chronological Analysis Assertion Evidence Commentary Thesis Adjectives Use SOAPS How to write using citations/footnotes <b>HW: Observations and Reflections due Friday</b></p>	
<p><b>6-February 11, 2019</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills Competency 3—Knowledge of literacy processes across genres</p>	<p><b>Bridge: Review Style &amp; Purpose</b> <b>HW: Observations and Reflections due Friday</b></p>	Meeting/Critique
<p><b>7-February 18, 2019</b> Competency 3—Knowledge of literacy processes across genres Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts Competency 5—Knowledge of critical responses to media Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection</p>	<p><b>Reading Analysis: Theme</b> <b>Theory: Constructivist</b> <b>Critical Approaches to Literature: Pragmatic</b> Q3 Lit Different Themes Satire Irony Parody Hyperbole Understatement Text: Acorn Book <b>HW: Observations and Reflections due Friday</b></p>	
<p><b>8-February 25, 2019</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection</p>	<p><b>Writing Analysis: Theme</b> Q3 Lit Q2 Lang AEC Chronological Analysis Choose a Mode <b>HW: Observations and Reflections due Friday</b></p>	Meeting/Critique
<p><b>9-March 4, 2019</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills</p>	<p><b>Bridge: Review Theme</b> <b>REGISTER FOR SAE</b> <b>HW: Observations and Reflections due Friday</b></p>	

Competency 3—Knowledge of literacy processes across genres		
<b>SPRING BREAK</b>	<b>MARCH 11-15</b>	
<b>10-March 18, 2019</b> Competency 3—Knowledge of literacy processes across genres Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts Competency 5—Knowledge of critical responses to media Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection	<b>Reading Analysis: Tone</b> <b>Educational Psychology</b> <i>(Emotional/Social/Spiritual/Mental Health)</i> <b>Critical Approaches to Literature: Expressive</b> Strategy: DIDLS/SOAPSTone Tone Words Text: Barron's Diagnostic Test <b>HW: Observations and Reflections due Friday</b>	Meeting/Critique
<b>11-April 1, 2019</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills	<b>Writing Analysis: Tone</b> AEC Chronological Analysis Choose a Mode Text: Barron's Diagnostic Test <b>HW: Observations and Reflections due Friday</b>	<b>Invitations for Conference</b>
<b>12-April 8, 2019</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills Competency 3—Knowledge of literacy processes across genres	<b>Bridge: Review Tone</b> <b>HW: Observations and Reflections due Friday</b>	Meeting/Critique
<b>13-April 15, 2019</b> <b>TAX DAY &amp; MY BD</b> Competency 1—Knowledge of the effective use of the English language at the postsecondary level Competency 2—Knowledge of effective writing skills Competency 3—Knowledge of literacy processes across genres Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts Competency 5—Knowledge of critical responses to media Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection	<b>Theory vs. Practice Discussion</b> <b>Test Taking Practice Exams</b> Score and Review <b>HW: Observations and Reflections due Friday</b>	
<b>14-April 22, 2019</b>	<b>Test Taking/Exam</b> <b>EXAM for FIU STUDENTS /Tentative Score</b> <b>HW: Observations and Reflections due Friday</b>	Meeting/Critique Teacher Reflections
<b>May 15, 2019</b>	AP English Language Exam Analyze Critiques/Reflections	
<b>June</b>	Analysis of Subject Area Exams	
<b>July</b>	AP Scores due	