

Methods of Teaching Adolescent English/Language Arts

ENGL-390/EEND-695/MEDU-692

Template 2018 Section TMPL 3 Credits 08/14/2018 to 07/29/2100 Modified 11/30/2022

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Description

Presents methods for teaching reading skills and English/language arts to adolescents. Focus will be upon reading, including close reading; text-dependent and guiding questions; academic and argument writing; evaluation of student performance; lecture and small group techniques; discipline and classroom management; and classroom organization in high school settings. Professional growth will also be discussed.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

- Candidates will implement and evaluate meaningful classroom experiences incorporating the complex skills needed to produce authentic verbal and literate written communications.
- Candidates will create, select, and utilize a range of instructional resources and technologies used to teach grammar, composition, and literature that are inclusive to all learners' needs.
- Candidates will simulate educational teaching experiences by adhering to the standards of learning set by the Illinois State Board of Education and the goals of the University of St. Francis Teacher Education Program.

Serving the Community

- Candidates will learn how to create a learning environment that engages students, parents, and community in recognizing the importance of the communication process (speaker/writer; listener/reader) in authentic life experiences within and outside the classroom.
- Candidates will recognize and respond appropriately to cultural and social differences when delivering and critiquing oral and written communications.

Finding Our Professional Selves

- Candidates will evaluate appropriate teaching strategies and methodologies as included in lessons that incorporate speaking,

listening, reading, and writing in order to determine aspects of instruction in need of refining or growth.

- Candidates will learn to utilize various types of communication skills needed to work cooperatively in educational settings with other professionals.

Outcomes

Access to standards referenced in this section can be found [HERE](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of the course, candidates will be able to:

1. Prepare appropriate and adequately constructed lesson plans (daily, weekly, yearly, unit)
2. Consider the role of pairing text in creating balanced literacy experiences.
3. Utilize learnings to create classroom “units” centered around essential questions that appropriately pair texts across readabilities, text, types, and genres.
4. Develop, modify, and evaluate educational materials and teaching strategies for appropriateness regarding cultural, linguistic, ethnic, and developmental diversities.
5. Through the analysis and evaluation of literary techniques and structures, organize and establish a learning environment where students read and respond to a variety of literary genres and media.
6. Model and teach the writing process, addressing a variety of rhetorical situations and audiences through written and electronic communication, including writing from sources, evaluating appropriate evidence; argument writing; and narrative writing, including narrative nonfiction.
7. Use research from a variety of resources; demonstrate instructional strategies, providing support and structure to differentiate learning.
8. Demonstrate an understanding of the written and verbal communication process and literacy development in school, home, and life experiences that aid in communication within a global society.
9. Utilize assessment information to plan and implement instruction to increase comprehension and proper use of the four language arts (reading, writing, speaking, and listening).
10. Develop and evaluate various types of educational assessments used to monitor and determine acquisition of learning outcomes.
11. Understand “close reading” in relation to other reading practices.
12. Devise questions that facilitate student learning, including guided and text-dependent questions.
13. Develop lessons that model and teach research skills in all academic areas.
14. Participate in micro-teaching experiences and opportunities for self-evaluation of teaching strategies.

Assignments

Discussion Boards

Candidates will respond online to discussion prompts and engage in online discourse with their classmates and instructor.

- Course Outcomes 5, 6, 9
- Standards – IPTS 1A, B, C, D, E, F, G, H, I, J, K, L; 2A, B, C, D, E, F, G, H, I, J, L, M, N, O, P, Q; 3A, B, C, D, E, F, G, H, I, J, K, L, M, O, P, Q; 4A, B, C, D, E, I, J, K, L, N, P; 5A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 6A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 7A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R,; 8A, B, C, D, E, F, G, I, J, K; 9A, B

Nearpod Lessons

Candidates will complete instructional modules on foundations of teaching English, including the Common Core ELA Standards for grades 9-12.

- Course Outcomes 5, 6, 8, 7
- Standards – IPTS 2A, B, C, D, E, F, G, H, I, J, L, M, N, O, P, Q; 6A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 8A, B, C, D, E, F, G, I, J, K

ELA Lesson Plans

Candidates will create two lesson plans linked to Common Core Standards for reading and writing.

- Course Outcomes 1, 1.1, 1.2, 1.3, 4, 5, 6, 7, 11, 12
- Standards – IPTS 2A, B, C, D, E, F, G, H, I, J, L, M, N, O, P, Q; 6A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 8A, B, C, D, E, F, G, I, J, K

Professional Journal Review

Candidates will review a reputable educational journal and lead a Socratic discussion (MEDU 692V candidates) or write an essay (EEND 695Z candidates) about how this article or essay has enhanced your learning experience or how it will impact your approach to teaching.

- Course Outcomes 1, 1.1, 1.2, 1.3
- Standards – IPTS 2A, B, C, D, E, F, G, H, I, J, L, M, N, O, P, Q; 6A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 8A, B, C, D, E, F, G, I, J, K

Entrance Plan

Candidates will draft an entrance plan for teaching that will illustrate their professional identities, including instructional and organizational approaches. EEND 695Z and MEDU 692V candidates will include a discussion of empirical research in their entrance plans (see *Graduate Credit and Research*).

- Course Outcomes 4, 14
- Standards – IPTS 1A, B, C, D, E, F, G, H, I, J, K, L; 3A, B, C, D, E, F, G, H, I, J, K, L, M, O, P, Q; 4A, B, C, D, E, I, J, K, L, N, P; 9A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T

Unit Platform Project

Candidates will create a unit that implements the various elements studied to create an authentic, appropriate learning environment that is framed by a credible unit of study. This unit should enhance the learning process and address relevant skills, and link specific objectives to appropriate Common Core Standards.

- Course Outcomes 1, 1.1, 1.2, 1.3, 1.4, 2, 2.1, 2.2, 2.3, 3, 4, 9, 10
- Standards – IPTS 1A, B, C, D, E, F, G, H, I, J, K, L; 2A, B, C, D, E, F, G, H, I, J, L, M, N, O, P, Q; 3A, B, C, D, E, F, G, H, I, J, K, L, M, O, P, Q; 4A, B, C, D, E, I, J, K, L, N, P; 5A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 6A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, S; 7A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R; 9A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T

Graduate Credit and Research

All graduate courses in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analysis, ethnography (including interviews), or correlation studies. A traditional term paper consisting of description and comparison of existing research is not considered empirical research.

Institutional Policies

Students should use the [MyUSF portal \(https://myusf.stfrancis.edu/portal/secure\)](https://myusf.stfrancis.edu/portal/secure) as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the MyUSF portal.

- A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks. Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.
- Students are expected to be familiar with and follow the various procedures and guidelines regarding USF's COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub (<https://www.stfrancis.edu/saints-united/>).
- Policies not covered in this document will be handled in accordance with the USF Catalog, Student Handbook, and Program Handbook as applicable.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Technology Support

If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support:

1. **24x7 Live Canvas Support.** Canvas has a 24 hour support by clicking on ? **Help** while in Canvas. You can **Chat with Canvas Support, Report a Problem**, or call the **Canvas Support Hotline**. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day seven (7) days a week through the Canvas help menu. From the help menu; select **Report a Problem** to send an email support request, select **Chat with Canvas Support (Student)** for a "live" text-based click-to-chat session, or to speak to someone directly use the toll-free number listed under the **Canvas Support Hotline (Student)**. **NOTE: Responses to Canvas' email based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.**
2. **Online Self-Service Help Resources.** A student user guide and other resources for solving issues related to Canvas can be found at techsupport.stfrancis.edu
3. You can phone the Technology Support Center for personal help at (815) 768-8324 or (866) 337-1497 (toll-free) between 8:00 AM and 4:30 PM Central Standard Time, Monday through Friday or [fill out a Technology Support Center ticket \(https://techsupport.stfrancis.edu/help/\)](https://techsupport.stfrancis.edu/help/) and select **Canvas/Online courses** as the component.

For any technical support issues that are not related to Canvas, you can also contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: techsupport.stfrancis.edu
- Or visit them on the first floor of Marian Hall