English 402: Teaching English in Middle and Secondary School
Winona State University
M W:
Instructor: 
Phone: 
Office: 
Office Hours: M W F: T Th: and by appointment

Course Description
English 402 provides a study of the goals and methods of the middle-secondary Communication Arts and Literature teacher and of the content and structure of the Communication Arts and Literature curriculum. This course will focus on implementing English literature, writing, grammar, speaking, and listening content and methods into lesson and unit plans that students have practiced in their Education coursework. Students should take this course during the last semester that it is offered before student teaching. Prerequisites: English 111, English 290.

Course Outcomes
Students who complete English 402 should expect to...
consider the purposes, content, and structure of middle and high school CAL programs and the methods by which the language arts can be taught effectively to students at those levels
become familiar with the major issues and challenges facing middle and secondary CAL teachers as well as methods and resources for dealing with these issues and challenges
develop a sense of confidence, competence, and enthusiasm for teaching CAL in all of their complexity
practice teaching lessons in order to gain experience prior to the student teaching assignment
develop literature units that integrate reading, writing, speaking, and listening skills
analyze, evaluate, integrate, and augment teaching materials

Texts
University Studies – Oral Communication Flag
The purpose of the Oral Communication Flag requirement is to complete the process of providing graduates of Winona State University with the knowledge and experience required to enable them to become highly competent communicators by the time they graduate. These courses must include requirements and learning activities that promote students’ abilities to...

a. earn significant course credit through extemporaneous oral presentations;
b. understand the features and types of speaking in their disciplines;
c. adapt their speaking to field-specific audiences;
d. receive appropriate feedback from teachers and peers, including suggestions for improvement;
e. make use of the technologies used for research and speaking in the fields; and
f. learn the conventions of evidence, format, usage, and documentation in their fields.

Course Projects:
  a. A paper identifying and discussing four strategies for encouraging students to be lifelong readers and writers (ELL Oct 5)
  b. An analytical evaluation of a literature/writing series currently in use in a middle or high school (LWS Oct 26)
  c. A set of three lesson plans—one of each emphasizing literature, writing, and grammar (TLP Nov 7)
  d. A paper discussing and evaluating four young adult books. Two texts must be appropriate for middle school, and two texts must be appropriate for high school. (YAB Nov 28)
  e. A thematic unit plan incorporating reading, writing, grammar, and speaking, and listening activities (TUP Dec 6)
  f. Field experience - observations of at least ten hours of CAL classrooms at Winona Senior High School, which requires documentation of liability insurance prior to going into the field. Education Minnesota Student Program (EMSP) is the recommended method to acquire your liability insurance for field experiences and student teaching. EMSP membership follows the academic year, so it is valid from August 31 to September 1. If you join mid-year, the membership is active until September 1.

Grading:
Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 65-69 = D; below 65 = F.
Incompletes will be given only in genuine emergencies, and must be arranged before the last day of class.

<table>
<thead>
<tr>
<th></th>
<th>15%</th>
<th>15%</th>
<th>5%</th>
<th>10%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LWS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YAB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLP</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP-2</td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incompletes will be given only in genuine emergencies, and must be arranged before the last day of class.
Course Requirements:

Meeting deadlines is absolutely essential to the course. Especially crucial are the teaching sessions and the deadlines for papers. If you miss a deadline for submitting a draft, you’ll receive (a) no feedback and (b) only partial credit for your efforts. If you miss a teaching session, it is nearly impossible to re-create this process outside of the class. Late final drafts will be graded down one full grade for each day late. Short of a life-threatening illness or emergency, to turn in a paper late without penalty you must request permission before the due date.

Because of the workshop nature of the course, you can’t just get the lecture notes later on; regular attendance is required, expected, and necessary. I expect that you attend on time and well prepared for each day’s work—material read, assignments completed, and brain fully engaged. If you should miss a class session, consult a classmate for the material you missed, do the work required of you, and return well prepared for the next session. Be aware that neither your classmates nor I can reproduce the content of a class session for you. If for some emergency—mental, physical, familial—you must miss consecutive class sessions, let me know about it in advance. I may be able to give you your assignments in advance or (in rare circumstances) extend course deadlines, but I’m obligated to do neither if I’m notified only after the fact. Chronic absenteeism virtually guarantees failure in the course—just as regular, purposeful participation virtually guarantees higher learning. Students’ grades reflect the quality of their work, not the validity or the extremity of their reasons for not completing their coursework.

All papers must conform to MLA style. Please use your handbook for details. Submit all of your drafts both as a hard copy and as an MS-Word attachment via e-mail. Make sure the attachment bears your name as its title.

Always keep copies, always back up your documents, and always make hard copies of works in progress. Keep all papers and responses with grades or comments.

Academic Integrity Policy

Academic integrity at Winona State University is based on honesty. The university community requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University’s standards of academic integrity. These are printed in the undergraduate catalog and are available online at http://www.winona.edu/sld/academicintegrity.asp. Work that fails to acknowledge sources completely and correctly will receive no credit. Submitting any work fraudulently—including submissions prepared for other courses, “ghostwritten” by others, or plagiarized from the internet—will result in automatic failure of the course.

Commitment to Inclusive Excellence

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester.
about your concerns and what we can do together to help you become an active and engaged member of our class and community.

**Campus Resources**

- Student Support Services, Krueger Library 219, 457-5465  
  [www.winona.edu/studentsupportservices/](http://www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595  
  [www.winona.edu/culturaldiversity/](http://www.winona.edu/culturaldiversity/)
- Disability Services, Maxwell 314, 457-5878  
  [www.winona.edu/disabilityservices/](http://www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Center 222, 457-5330  
  [www.winona.edu/counselingcenter/](http://www.winona.edu/counselingcenter/)
- GLBTA Advocate, Wabasha Hall 220, 457-5330  
  [http://www.winona.edu/counselingcenter/](http://www.winona.edu/counselingcenter/)
- Tutoring Services, Krueger Library 220, 457-5680  
  [http://www.winona.edu/counselingcenter/](http://www.winona.edu/counselingcenter/)
- Writing Center, Minné Hall 348, 457-5505  
  [www.winona.edu/writingcenter/](http://www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313 457-5370  
  [http://www.winona.edu/advising/](http://www.winona.edu/advising/)

**Conceptual Framework**

As community of learners, the Winona State University professional education unit believes that we exist to prepare professionals to continuously improve Birth – Grade 12 student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students’ learning by: (1) actively engaging in a culture of **reflective practice** and continuous improvement (2) demonstrating awareness of – and an ability to **respond** to – broader psychosocial and global contexts; and (3) **advocating** for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

**Minnesota Board of Teaching Standards of Effective Practice**

This course will enable students to demonstrate competencies for the following Minnesota Board of Teaching requirements:

**A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content.**  
*The teacher must understand and apply:*

  10) strategies for selecting and using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences:

  11) strategies for selecting and using texts and materials which recognize and accept a broad range of common and diverse perspectives;
B. A teacher of communication arts and literature demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:
   (1) knowledge, skills, and ability to teach reading including:
       (d) comprehension strategies for a variety of purposes to various materials and tasks, including everyday life situations;
       (g) the use of books and other printed sources for personal growth and lifelong learning;
   (2) knowledge, skills, and ability to teach writing including:
       (a) various stages of the writing process, including prewriting, writing, conferencing, revising, and publishing used in teaching writing;
       (b) diverse strategies for assessing and responding to student writing;
   (6) knowledge, skills, and ability to teach literature including
       (a) a repertoire of literary texts, including fiction and nonfiction, classic and contemporary works, and works written for preadolescents and adolescents by a diversity of authors;
       (b) characteristics of various literary genres, including poetry, drama, novel, short story, and essays;
       (c) tools of interpretation including literary devices, critical theories, and various methods of analysis, interpretation, presentation, and evaluation of literature;
       (d) how to help students respond to, interpret, and evaluate texts in a variety of ways, including text centered and reader centered approaches;
       (e) how to encourage students to respond to texts through written and oral communication, both privately and publicly;
       (f) how to help students construct meaning out of texts through various processes applied before, during, and after reading;
       (h) how to encourage students to become lifelong readers and writers.

C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:
   (3) develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

"Democracy must be reborn in each generation, and education is its midwife."  John Dewey