I. Catalog Description and Credit hours of Course: Course Description

Teacher Candidates will learn about and apply the methods, materials, and trends in secondary English (3 credit hours).

II. Prequisites:


III. Purposes or Objectives of the Course:

The purpose of this course is to prepare teacher candidates to teach English language, literature, and composition in the secondary schools by increasing their knowledge of materials and methodologies. The course objectives are to enable the teacher candidate to clearly state goals or purposes for teaching in general, for English language arts in particular, and for specific units of instruction within English language arts. The teacher candidate should further be able to fit these goals into a framework integrating materials and methods in the teaching of English. Specifically, the teacher candidate should

A. Demonstrate familiarity with the content areas of English by appropriately selecting research-based teaching strategies that support an understanding of individual and group motivation. MoStep QI: 1.2.6/ NCTE 4.1/MoStep SC: 2.1, 2.3, 2.5, 3.4, 3.7
B. Develop familiarity with the materials available in English language arts that model effective verbal, nonverbal and media techniques. MoStep QI: 1.2.7, 1.2.11/ NCTE 3.0/MoStep SC: 1.1, 1.2, 2.1

C. Demonstrate the ability to select materials appropriate to the stated goals of a teaching experience. MoStep QI 1.2.4/ NCTE 4.1/MoStep SC: 2.5, 2.6

D. Demonstrate an understanding of a variety of teaching strategies appropriate to the age, and ability level of students and to the content of materials. MoStep QI 1.2.2, 1.2.3, 1.2.5, 1.2.11/ NCTE 4.9/MoStep SC 2.3, 2.6

E. Demonstrate an understanding of the congruence between goals and evaluation by construction of appropriate evaluation instruments and by evaluation of teaching and learning experiences. MoStep QI 1.2.8//NCTE 4.10/MoStep SC: 2.6

F. Demonstrate a familiarity of professional dispositions, of pertinent research in the field of English education, and with English education organizations. MoStep QI 1.2.9, 1.2.10/ NCTE 2.0/MoStep SC:

IV. Relationship of the Conceptual Framework to Standards
Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity, and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

V. Expectations of Students: *

Each student will:
A. Attend and participate in all class meetings/activities/presentations.

B. Complete a Professional Development Portfolio and attend 4 hours of professional activities/events.

C. Compile 2 Teaching Notebooks* for areas including
   a. curriculum/assessment
   b. grammar, vocabulary, thinking, speaking, and listening

*Teaching Notebooks contain: a. 3 annotated articles on research-based philosophies with an annotated bibliography of resources b. Annotated collections of classroom strategies c. peer evaluations and reviews of class presentations d. reading notes e. reflection
**SE 319 Objective:** Demonstrate an understanding of the congruence between goals and evaluation by construction of appropriate evaluation instruments and by evaluation of teaching and learning experiences.

Assess and Teach a Literary Element with a Cooperative Learning Strategy
1. Look through the cooperative learning strategy cards and choose 3 you could use to teach a literary element. Bring these choices to our next class meeting so there will be no repeat strategies.
2. Use *The Reader’s Handbook* to gain any information you need about the literary element.
3. You can use a short poem to aid your lesson if you want, but this is optional.
4. Find the MOGLE/CLE that shows the depth of understanding your students should have about this element. **Where is the depth found** in the GLE/CLE? Choose the grade level you want to teach.
5. Take about 15 minutes to teach us; be sure to address the depth of the GLE/CLE. When you form pairs or groups, be sure to use the correct transition procedures.
6. Pre and post assess our understanding with an appropriate tool.
7. Turn in on the day you teach, the specific Reading MOGLE/CLE you are using, the assessment questions and correct answers. Create definition, multiple choice, short answer, or listing pre/post assessment questions to gauge our understanding of the GLE/CLE goal.
8. The next class meeting, turn in, your overall pre and post assessment percents and a paragraph reflection on how you think your assessment and teaching went—What was successful, what would you change?

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EFFECTIVE = 3</th>
<th>PROGRESSING = 2</th>
<th>INEFFECTIVE = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Demeanor Enthusiastic, Positive, Assertive, Organized</td>
<td>X 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL Strategy Chosen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair/Group Transition Technique</td>
<td>X 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Question Addresses CLE/GLE Depth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Results Clearly Reported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph Reflection shows what you learned/might change about your teaching and assessment tool</td>
<td>X 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORING GUIDE/RUBRIC for Teaching Presentation** +30 possible