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|  | **MCTE 371 Course Syllabus**  **Secondary English Curriculum and Instruction**  **Fall 2022** |

**Instructor: Michelle Holschuh Simmons, Ph.D.**

**Email:** [**msimmons@monmouthcollege.edu**](mailto:msimmons@monmouthcollege.edu)

**Class time/place: Tuesday/Thursday, 8:00-9:15 AM; Wallace 201**

**Office: Wallace 209B**

**Office phone: (309) 457-2153**

**Cell phone: (309) 264-9728**

**Office hours: Monday, Wednesday, Friday, 8:00-10:00 AM, and by appointment. By request, I will happily hold office hours through Zoom, but otherwise I will be in my office during office hours.**

**Official Catalog Description**

A study of the curriculum, teaching methods, and instructional materials pertinent to

secondary school English programs. Applying theory and research from English education to

the planning and implementing of instruction is stressed. Prerequisite: MCTE 200.

**Course Materials**

* Burke, J. (2013). *The English Teacher’s Companion: A Completely New Guide to Classroom, Curriculum, and the Profession.* 4th edition. Heinemann.
* Steinbeck, J. (2000). Of Mice and Men. Penguin Classics.
* We will use a collection of book chapters, journal and magazine articles, videos, and websites over the course of the semester. PDF copies and links to all readings/videos will be available on the course Google Classroom site. Please print all articles so you can annotate them.

**Relevant Teaching Standards**

**NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language**

**Content Pedagogy: Planning Literature and Reading Instruction in ELA**

**Standard 3.** Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

* 3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
* 3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
* 3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
* 3.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
* 3.5 Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.
* 3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

**Content Pedagogy: Planning Composition Instruction in ELA**

**Standard 4.** Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

* 4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
* 4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.
* 4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.
* 4.4 Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

**Learners and Learning: Implementing English Language Arts Instruction**

**Standard 5.** Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

* 5.1 Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.
* 5.2 Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.
* 5.3 Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.
* 5.4 Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

**Standard 7.** Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

* 7.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
* 7.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

**Overarching Course Goals**

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

* Reflect on their own experiences with English language arts curriculum and become aware of how our own experiences as students affect how we teach.
* Cultivate interest and understanding of English course design and unit planning that promotes inquiry-based learning through collaborative, constructivist perspectives.
* Critically evaluate professional teaching contexts and the opportunities and challenges surrounding teaching English literature and language consistent with reading and writing standards outlined in the Common Core State Standards (CCSS) and endorsed by NCTE.
* Develop a comprehensive unit plan with associated lessons that include clear objectives, inquiry, varied teaching techniques, ongoing assessment to affect teaching approaches, and teaching materials and student produced artifacts appropriate for the context and goals associated with the unit that is designed to fulfill CCSS.

**Course Requirements**

*All assignments are required in this course. I reserve the right to adjust project guidelines, due dates, and scope of assignments, but I will notify students of those changes in writing well before affected due dates.*

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| **Assignment** | **Weight** |
| Reading autobiography | 15 |
| Informal Writing Assignments | 50 |
| Midterm and Final Exams | 65 |
| Unit plan | 70 |
| Total | 200 |

**Grading Scale**

93-100= A 87-89 = B+ 77-79 = C+ 67-69 = D+ 59 and below = F

90-92 = A- 83-86 = B 73-76 = C 63-66 = D

80-82 = B- 70-72 = C- 60-62 = D-

**Course Policies**

**Attendance and participation**

Although absences may be unavoidable and may be excused, missed participation in course activities cannot be made up and will impact your final grade. **No more than three absences are permitted. On the fourth and all subsequent absences, students’ grades will drop one full grade (an A- to a B-, or a B+ to a C+, etc.). As a courtesy, please email me before class if you will be absent.** Note that this policy does not distinguish between excused and unexcused absences except for extended medical emergencies such as hospitalizations; therefore, you are responsible for deciding when an absence is necessary.

**Late assignments**

I will accept late submissions on select course assignments within a reasonable amount of time, **if you have made prior arrangements with me.** Assignments submitted late without prior arrangement with me will incur a 10% grade deduction per day. Daily assignments are not eligible for extensions, and may earn a maximum of 50% credit if they are submitted after the deadline.

**Course Engagement Expectations**

Students should expect to work an average of 11 hours each week for this course, including the 2.5 hours of class time. Approximately 8 hours of out-of-class time each week will be needed to complete reading assignments, engagement in out-of-class assigned experiences, and preparation of course materials for presentation and evaluation.

**Academic honesty**

The Monmouth College Academic Honesty Policy states:

We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

The following areas are examples of violations of the academic honesty policy:

* Cheating on tests, labs, etc.;
* Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
* Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor. This policy includes inappropriate collaboration on the edTPA;
* Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that this list is not intended to be exhaustive.

It is your responsibility to ensure your adherence to the college rules associated with academic integrity. If there is a question regarding the originality of your work, college procedures will be followed. See <https://www.monmouthcollege.edu/offices/student-affairs/academic-regulations/> in the Student Handbook for more information.

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student’s course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so no excuses will be accepted to mitigate the consequences of such violations.

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**Instructional and Personal Assistance at Monmouth College**

Monmouth College is committed to diversity and encourages applications from women, persons of color, and members of other underrepresented groups. Monmouth College does not discriminate on the basis of race, religion, color, sex, national origin, ancestry, disability, age, military service, marital status, sexual orientation, pregnancy or other factors as prohibited by law. Monmouth College admits students of any race, religion, color, sex, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to Monmouth students.

Any inquiries regarding Title IX or the College’s Policy Prohibiting Discrimination, Harassment, and Retaliation should be directed to the Title IX Coordinator identified below. The Coordinator will be available to meet with or talk to students, staff, and faculty regarding issues relating to Title IX and this policy.

Lori Ferguson

Equity Coordinator

Poling Hall, Suite 123

(309) 457-211

[equity@monmouthcollege.edu](mailto:equity@monmouthcollege.edu)

Michelle Merritt

Deputy Equity Coordinator

Vice President and Dean for Student Success

Hewes Library, Room 128

(309) 457-2115

[equity@monmouthcollege.edu](mailto:equity@monmouthcollege.edu)

Individuals may also contact the U.S. Department of Education’s Office of Civil Rights for additional information.

Office for Civil Rights

U.S. Department of Education-Chicago Office

500 W Madison St., Suite 1475

Chicago, IL 60661-4544

(312) 730-1560

[ocr@ed.gov](mailto:ocr@ed.gov)

**Student Success at Monmouth College:**

The Academic Support and Accessibility Services Office offers free resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. Our office is here to help all students excel academically, since every student can work toward better grades, practice stronger study skills, and manage their time better. Please email [academicsupport@monmouthcollege.edu](mailto:academicsupport@monmouthcollege.edu) for assistance.

**Accessibility Services:**

If you have a disability and/or medical/mental health condition or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. To discuss any of the services offered, please call or meet with Jennifer Sanberg, Associate Director of Academic Support and Accessibility Services. The ASAS office is located on the first floor of the Hewes Library, opposite Einstein’s Bros Bagel. They can be reached at 309-457-2257 or via email at: [academicsupport@monmouthcollege.edu](mailto:academicsupport@monmouthcollege.edu)

**Counseling Services**

Monmouth College provides cost-free, professional and confidential counseling sessions to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located on the upper level of Poling Hall (Rooms 204 and 216) and the hours are Monday-Friday, 8:30 am. to 5:00 pm. For an appointment call Student Success at 309-457-2115, email [counselingservices@monmouthcollege.edu](mailto:counselingservices@monmouthcollege.edu), [cbeadles@monmouthcollege.edu](mailto:cbeadles@monmouthcollege.edu), or [tcaudill@monmouthcollege.edu](mailto:tcaudill@monmouthcollege.edu) or request an appointment directly by going to titanium.monmouthcollege.edu and click on “request an appointment.”

**Writing Center:**

The Writing Center offers unlimited, free peer tutoring sessions for Monmouth College students. Peer writing tutors are trained to work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. Peer speech tutors are also available on a limited basis to assist student speakers at any point in the process of designing a speech – from outlining to delivery. The Writing Center is located on the main floor of the Hewes Library. No appointment is necessary!

Visit <https://www.monmouthcollege.edu/offices/writing-center/> for the latest information on hours of operation and writing center workshops

Library Resources:

Hewes Library: The goal of Hewes Library is to help students succeed in meeting their research needs. We do this in person and online, using a variety of formats including chat, email, and Zoom. We provide access to print and digital resources and have access to collections from around the world. We encourage students to reach out if they have questions and #JustAsk! We’re here to help. Email reference@monmouthcollege.edu to set up a personal consultation OR visit/call the Hewes Library reference desk during scheduled hours. 309-457-2190

Our hours this year are:

· Sunday 1pm-9pm

· Monday - Thursday 7:30am - 9pm

· Friday 7:30am-4:30pm

· Saturday CLOSED