Course Time: Tuesdays, 4:15-6:30 pm  
Course Location: Tucson: Flowing Wells HS, Room: 50 something...  
Instructor: Susan Williams, M.Ed.  
Contact Information: swilliams@email.arizona.edu or (520)247-8703  
Office Hours: by appointment

Course Description

Strategies, methods, and approaches to teaching literature, grammar and composition in secondary classrooms are examined, discussed and applied. As with all methods courses in the Teach Arizona program, pre-service teachers will create unit and lesson plans, instructional activities and assessments that align to the Arizona College and Career Ready Standards (AZCCRS), as well as other relevant national, state, and district standards. Additionally, you will extend your professional knowledge and develop skills and dispositions necessary to meet some of the national standards for teachers of Language Arts:

- The Common Core State Standards: http://www.corestandards.org/
- The InTASC Model Core Teaching Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf
- The ISTE NETS-T Standards: http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx

Course Objectives

<table>
<thead>
<tr>
<th>The learner will be able to ...</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Articulate goals for secondary English instruction and investigate multiple strategies for teaching meaningful and relevant content to secondary students. | InTASC Standards 1(d)(e)(g); 2(a)(c)(e)(g); 3(a)(c); 4(g)(l)(n)(p); 5(e)(l)(m); 6(e)(k)(l); 7(a)(j)(k)(l); 8(a)(d)(i)(g)(n); 9(a)(e)(i)(j)(l)(n)  
ISTE NETS-T Standards 2(a)(c); 3(a) 4(b) |
| Design and plan instruction for reading, writing, listening & speaking and language which specifically address the Common Core State Standards. | InTASC Standards: 3(d) (g); 4(a); 5(e) (f); 7(a)(j)(k)(l);8(a)(m)  
ISTE NETS-T Standards: 1(a) (d) |
| Design grading rubrics and other assessment tools that reflect relevant state and national academic standards. | InTASC Standards: 2(g); 6(a)(d) (e) (f)(f)  
ISTE NETS-T Standards 2(d) |
| Create a positive and productive classroom environment for all students. | InTASC Standards: (3)a, c, d, i, j, k, n, o, q |
| Develop appropriate learning objectives and properly sequence lessons | InTASC Standards: (4)d; (7)b, c, d, f, g, i, j, k, l, n, p, q |
| Assess student learning effectively and efficiently throughout the lesson | InTASC Standards: (1)a; (4)r; (6)a, e, q, r, t; (7)i; (8)b |
| Use effective instructional strategies to engage all students actively in learning | InTASC Standards: (1)d, e; (2)a, c, f; h; (4)d, e; (8)a, e, j, k, l, p |
| Ask questions and effectively lead discussions | InTASC Standards: (1)b; (8)f, h, i, q |
| Work with colleagues to develop skills and create educational materials | InTASC Standards: (10)f, n, r, s  
ISTE NETS-T Standards: (5)a |
| Reflect on practical teaching experiences, skills, personal beliefs and professional growth as English teachers. | InTASC Standards 3(i)(o); 4(d); 5(m); 6(d)(f); 8(i); 9(l)  
ISTE NETS-T Standards 1(c); 4(b); 5(c) |
Course Content

This course will be very, very practical. Your classroom placement needs and concerns will be the focus and you will leave with a professional “tool kit” of resources and approaches for teaching the following topics and skills:

- Critical thinking
- Reading
- Writing
- Fostering discussion
- Assessment (handling the paper load, rubrics, and picking your battles)
- Student engagement
- Differentiating instruction (English language learners, special ed, gifted, etc.)
- Backward Design for long and short-term planning
- Collaborating with colleagues (using your resources, sharing, and observing with purpose)

Required texts:

- Various works of fiction, poetry and/or drama to be chosen individually
- Other readings will be distributed in class or posted to D2L

Classroom/Site Rules and Procedures

1. Please park only in the designated parking lot at Flowing Wells. Do not park in the spaces adjacent to the Flowing Wells School District building.

2. Always wear your UA ID lanyard when on the Flowing Wells campus, and please dress appropriately.

3. Food and drinks are allowed in the classroom. Take restroom breaks as needed.

4. Turn off all cell phones prior to the start of class.

5. Active and respectful participation in class is expected. A comfortable and safe environment is vital for meaningful discussion, and as teachers of English you know that discussion is vital.

6. Assignments are due by midnight on Monday prior to our class for that week, unless otherwise specified. Assignments turned in late will be reduced by one letter grade for each day beyond the due date.

7. All written work will be professionally presented, including having been proofread for spelling and grammatical errors. Frankly, as teachers of usage and style the bar is set a little higher for you. Additionally, all work must follow APA sixth edition guidelines for formatting and citations. Purdue OWL site is an excellent resource: http://owl.english.purdue.edu/owl/resource/560/01/

8. Regular and prompt attendance in class is required. Beginning with the second unexcused absence and for each thereafter, course participation points will be reduced. Holidays or special events observed by organized religions will be honored for students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

9. Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

10. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at: http://deanofstudents.arizona.edu/policiesandcodes.
Course Assignments & Assessments

This course aligns to the 6-unit morning field internship (TTE 593). Assignments are designed for use in your school site classroom.

1. **Mentor Teacher Interview:** (5% of course grade)
   In a structured interview, you will learn about the professional path of your mentor teacher and write about what you learn in a narrative form.

2. **Observation Logs and Reflections:** (15% of course grade)
   You will observe 6 different teachers, each for entire class period. One may be your mentor teacher; the rest can be teachers of your choosing but must include the following: at least 1 high school and 1 middle school language arts teacher, 1 special education or ELL teacher, and 1 teacher of a different academic content area. Students will submit their original field notes and post-observation reflections.

3. **Class Participation:** (20% of course grade)
   During this class, you will be asked to collaborate to help each other design instructional lessons, gather writing samples and rubrics to practice assessment, and participate in informal class discussions regarding required readings and other class topics. Your grade will be based on your preparedness for and participation in these activities.

4. **D2L Reading and Discussion:** (15% of course grade)
   You will complete assigned readings and respond to both the discussion prompts and your classmates’ responses posted in D2L. Responses should at least 150-200 words and thoroughly address each question contained in the prompt. Additionally, each class member will post an “All Hands” topic prior to October 3rd. You will respond thoughtfully to each of these posts by December 5th. The discussion rubric is attached.

5. **Thematic Unit Plan:** (15% of course grade)
   You will create a thematic unit plan for a 3-5 week unit of study that you will student teach at some point this year. The unit plan must include objectives that address both reading and writing standards, and it should be presented in a calendar format that includes the topic, standards and general activities that will be taught each day. In addition, you must include a comprehensive list of all materials needed to teach the unit. Your Demonstration Lesson may be a part of this unit.

6. **Demonstration Lesson:** (30% of course grade) This is a benchmark assignment for the course. You must pass the assignment to pass TTE 540. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric. A full description of this assignment, as well as the grading rubric, is attached.

**Note:** Information contained in this syllabus, with the exception of the attendance and grading policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.
Demonstration Lesson Assignment Guidelines:

Lesson Plan Requirements:
- Context for how the lesson fits into the scheme of a larger unit
- Content objective(s)
- Language objective(s)
- Standards alignment
- Task analysis including sub-objectives, Bloom's Level and time allotted
- Teaching strategies used for each sub-objective (must be varied) that include checks for understanding requiring overt student active participation
- Denote strategies targeting specific SSTELLA Practices (minimum of two practices)
- Comprehensive list of all materials required to teach the lesson

Demonstration Lesson Requirements:
- Teach “bell to bell”
- Begin with an engagement activity or anticipatory set that taps into students’ prior knowledge
- The lesson must address important content and the teacher must demonstrate content mastery
- The lesson must contain activities that support at least two SSTELLA Practices
- The lesson must include the use of some technology
- The students must be actively engaged
- Use questioning and/or other strategies effectively to check for understanding
- Include a closure activity
- If preferred, your lesson may be completed with your own students and videotaped for presentation in class. Be mindful that you need parent permission to video students.

Reflective Essay Requirements:
- Describe elements of the lesson that were particularly effective and explain why they were effective
- Describe elements of the lesson that needed improvement and explain what made that part of the lesson less effective than desired
- Provide specific revisions to the lesson that you intend to make in order to improve the lesson.
## Demonstration Lesson Rubric

### Planning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
</table>
| **Terminal Objective**  
*InTASC: 7* | Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The objective specifies both content and behavior. | Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The Objective specifies either content or behavior but not both. | Terminal Objective has questionable alignment with curriculum goals and content standards. The Objective specifies either content or behavior but not both. | The Terminal Objective does not appear to be aligned with curriculum goals and content standards. The Objective lacks specificity. |
| **Language Objective**  
*InTASC: 2, 7* | The plan explicitly provides tools of language development including strategies for making content accessible to ELLs. The language objective is clearly stated. | The plan implies language tool development including strategies for making content accessible to ELLs. Language objective is clearly stated. | The language objective is clearly stated but tools of language development are not evident. | The language objective is unclear or missing. Tools of language development are not evident. |
| **Task Analysis**  
*InTASC: 7* | The plan includes a series of sub-objectives that appropriately sequence learning experiences, demonstrates a variation in Bloom’s level and matches the final sub-objective to the terminal objective. | The sub-objectives may not provide appropriately sequence learning experiences, or demonstrates a variation in Bloom’s level. The final sub-objective may not match the terminal objective. | The sub-objectives may not provide appropriately sequence learning experiences. Reference to Blooms level may be inaccurate or missing. The final sub-objective may not match the terminal objective. | The sub-objectives does not provide appropriately sequence learning experiences. Reference to Blooms level is inaccurate or missing. The final sub-objective does not match the terminal objective. |
| **Teaching Strategies & Checks for Understanding**  
*InTASC: 7, 8* | The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective, varied strategies, one check for understanding per sub-objective and opportunities for overt active student participation. | The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies may not be varied. There is one check for understanding per sub-objective. Student active participation is implied. | Plan provides teaching strategies and checks for understanding that include 1 strategy per sub-objective. Strategies are not varied. There is 1 check for understanding per sub-objective. There is little evidence of opportunities for student active participation. | The plan contains less than one strategy and/or one check for understanding per sub-objective. There is little or no evidence of opportunities for student active participation. |
| **SSTELLA Practices**  
*InTASC: 2, 8* | The plan clearly identifies how instruction will address a minimum of two SSTELLA practices. | The plan identifies two SSTELLA practices but the connection between the instruction and the practices is not clear. | The plan only identifies a single STELLA practice. | The plan fails to identify any SSTELLA practices. |
| **Lesson Materials**  
*InTASC: 3* | The plan provides a comprehensive list of materials necessary and all listed materials are attached. | The materials are listed but not all listed materials are attached. | The list of materials is incomplete and or not all listed materials are attached. | The list of materials is incomplete or missing and few if any listed materials are attached. |
## Teaching

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional strategies and activities addressed participants’ prior knowledge.</strong></td>
<td>The student asks questions specifically designed to elicit participants’ prior knowledge or engages students in an activity specifically designed to elicit prior knowledge throughout the lesson.</td>
<td>The student asks questions specifically designed to elicit participants’ prior knowledge or engages students in an activity specifically designed to elicit prior knowledge at some point within the lesson.</td>
<td>The student appears to make some attempt to elicit prior knowledge but the method used is not specifically designed to do so.</td>
<td>No participant prior knowledge was elicited</td>
</tr>
<tr>
<td><strong>Lesson requires fundamental concepts of the subject at an appropriate level for the students.</strong></td>
<td>The entire lesson covered content essential to mastery of the subject and was at an appropriate level for the students.</td>
<td>A majority of the lesson covered content essential to mastery of the subject and was at an appropriate level for the students.</td>
<td>Some of the lesson content was essential for mastery of the subject and/or the level was slightly higher or lower than an appropriate level for the students.</td>
<td>The lesson content was not essential for mastery of the subject and/or the level was not appropriate for the students</td>
</tr>
<tr>
<td><strong>The lesson promoted strongly coherent conceptual understanding.</strong></td>
<td>The entire lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae.</td>
<td>A significant portion of the lesson was designed and implemented to target a strong understanding of broad concepts rather than discreet facts or minutiae.</td>
<td>Some of the lesson addressed the broad concepts but the majority of the lesson addressed acquisition of discreet facts with little connection to the big ideas.</td>
<td>There was little meaningful content covered and few if any connections to the big ideas were made</td>
</tr>
<tr>
<td><strong>Student had a solid grasp of the subject matter content inherent in the lesson.</strong></td>
<td>The student demonstrated complete understanding of every aspect of the content covered and exuded confidence in content knowledge.</td>
<td>The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.</td>
<td>The student demonstrated adequate content knowledge and/or exhibited a significant lack of confidence in content knowledge.</td>
<td>The student demonstrated serious gaps in content knowledge and/or demonstrated a profound lack of confidence in content knowledge.</td>
</tr>
<tr>
<td><strong>Participants actively engaged in thought-provoking activity and critical assessment of ideas.</strong></td>
<td>The participants were completely engaged throughout the lesson and were involved in thoughtful discussion involving analysis of the lesson material and or metacognition.</td>
<td>The participants were actively engaged for a majority of the lesson and spent some time reflecting on their learning</td>
<td>The participants were engaged for a portion of the lesson and spent little if any time reflecting on their learning</td>
<td>There was minimal if any active participation or reflection on the part of participants</td>
</tr>
<tr>
<td><strong>The teacher used questioning strategies effectively.</strong></td>
<td>Effective instructional questions used throughout the lesson to engage students, check for understanding, and guide student learning. Questions elicited other questions from participants and guided participants toward answering their own.</td>
<td>The student used instructional questions effectively at times during the lesson to engage students, check for understanding and guide student learning. The student was the primary source of the questions instead of the participants.</td>
<td>The student occasionally used instructional questions effectively but spent a significant amount of time “telling” rather than “asking.”</td>
<td>The student asked few instructional questions and utilized lecture or “telling” as the primary means of instruction</td>
</tr>
</tbody>
</table>

*InTASC 2, 3, 4, 5, 6, 8*
**Classroom discourse was focused on the lesson topic and much of the discussion was between and among participants.**

- Participants were engaged in meaningful dialog about the lesson content throughout the lesson.

- Participants were engaged in meaningful dialogue about the lesson content for much of the lesson.

- Participants were engaged in meaningful dialogue about the lesson content for a portion of the lesson.

- There was little dialog among students or most of the student dialog was unrelated to the lesson content.

---

**There was a climate of respect for what others had to say.**

- Dialog was respectful and respected. Participants listened attentively to each other and responded respectfully at all times. There was evidence that the ideas of others were heard and valued.

- Participants listened attentively to each other and responded respectfully most of the time. Only occasionally did participants interrupt one another or show minor disrespect.

- "Side bar" conversations and other distractions occurred frequently while participants were speaking. Participants were openly critical of comments made by others.

- Few rules governing classroom discussion were evident. Participants were often inattentive or rude to classmates.

---

**Active participation of participants was encouraged and valued.**

- Participants were encouraged to engage with the material and ask questions. Their enthusiasm was rewarded and opportunities for them to explore further or dig deeper were encouraged.

- Participants were encouraged to engage with the material and ask questions. Opportunities for students to explore on their own or dig deeper were not encouraged.

- Participants' opportunities to actively engage with the material were limited. Activities were very restrictive and did not allow for deeper exploration by participants.

- Participants had minimal opportunity to engage with material. Their role was primarily that of spectator.

---

**The teacher acted as a resource person, working to support and enhance participants’ learning.**

- The teacher could best be described as “the guide on the side” by assuming the role of facilitator and helping participants work through the material for themselves. The teacher served as a resource rather than a purveyor of information. The teacher welcomed participants’ questions.

- The teacher provided many opportunities for participants to make discoveries and draw conclusions for themselves, but occasionally provided information that the participants could have determined for themselves.

- The teacher provided much of the information and answers to participants even though the participants could have found this information out for themselves.

- Participants were rarely given opportunities to provide input in the learning process.

---

**The lesson included the effective use of technology.**

- The teacher used technology extensively and effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.

- The teacher and students used some technology effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.

- The teacher used some technology effectively. The teacher used technology in a legal and ethical manner.

- Little or no technology was used or the technology was used in an inappropriate way.
## Reflection:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provided a thoughtful reflection regarding the lesson.</td>
<td>The student provided a detailed, thoughtful reflection to evaluate the outcomes of his/her teaching, to improve planning and practice, and develop relevant learning experiences.</td>
<td>The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching and to improve his/her practice.</td>
<td>The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching but strategies for improving practice were unclear.</td>
<td>The student's reflection lacked depth of thought and/or did not provide strategies for improving practice.</td>
</tr>
</tbody>
</table>

*InTASC 9*

## D2L Discussion Rubric

<table>
<thead>
<tr>
<th>Initial Post Quality (12 points)</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial post quality (12 points)</td>
<td>4 points: Initial post completely addresses the discussion questions. Strong personal and professional connections are included. Strong examples from course materials are included.</td>
<td>3 points: Initial post mostly addresses the discussion questions. Some personal and professional connections are included. Good examples from course materials are included.</td>
<td>2 points: Initial post only addresses part of the discussion questions. Personal and professional connections are minimally included. Minimal examples from course materials are included.</td>
<td>1 point: Initial post does not address the discussion questions. Personal and professional connections are not included. No examples from course materials are included.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Quality (4 points)</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response quality (4 points)</td>
<td>4 points: Responses are thoughtful and add to a meaningful discussion.</td>
<td>3 points: Responses are usually thoughtful and add to a meaningful discussion.</td>
<td>2 points: Responses are minimally thoughtful, but they do not add to the discussion in a meaningful way.</td>
<td>1 point: Responses not thoughtful and do not add to the discussion in a meaningful way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization (4 points)</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (4 points)</td>
<td>4 points: Information is well-organized and free of English usage errors (spelling, grammar, proper paragraphs, complete sentences...)</td>
<td>3 points: Information is mostly well-organized and has 1-2 English usage errors.</td>
<td>2 points: Information is unorganized and difficult to follow. There are more than 3 English usage errors.</td>
<td>1 point: Information is unorganized and more than 5 English usage errors are present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time and Number (4 points)</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and number (4 points)</td>
<td>4 points: Initial post and at least 3 responses made on 2 or more different dates.</td>
<td>3 points: Initial post and at least 2 responses made on 2 or more different dates.</td>
<td>2 points: Initial post and at least 2 responses made on the same calendar date.</td>
<td>1 point: Initial post and one or no responses made on or before the due date.</td>
</tr>
</tbody>
</table>