Course Overview

As an English intern you have two jobs this year: you need to teach and you need to learn how to teach. To become a successful teacher, you must support both of these endeavors. This means making the most of your teaching and learning experiences in both your mentor’s classroom and your university courses. Like most things we learn, learning to teach is not a neat, linear process of: 1) learning how to teach at the university, and 2) applying this learning during your internship. Instead, learning to teach is a recursive process, where you move back and forth between practicing, reflecting, and revising. TE 802 is designed to facilitate this learning process, helping you to learn and reflect on essential teaching skills as you engage in them in the classroom. Because the Michigan State University program aims to prepare you for a teaching career—not just your internship year—we must keep our focus on both the day-to-day issues of your teaching and the larger issues of teaching and learning you will face over your teaching career.

In addition, TE 802 aims to prepare you to engage in what Peter Smagorinsky calls principled practice. As perspective English teachers, you need to develop principles to guide your teaching decisions. TE 802 is not designed to provide you with a bag of teaching methods that you can go out and use wherever you end up teaching. Rather, this course is designed to help you to think about how to design and enact instruction that is appropriate given the unique schools, students, and communities in which you will teach over your teaching career. “The notion of principled practice focuses...on the why of teaching: why teaching tools work in particular ways in particular settings” (p. 2).

Course Goals

Students will:

• plan lessons and units appropriate to students’ backgrounds, interests, and developmental learning needs, and district and state content standards;
• develop sequences of related and scaffolded activities and lessons within units;
• participate actively in the TE 801 learning community;
• analyze and reflect on their own teaching and that of others.
Major Texts

Peter Smagorinsky, *Teaching English through Principled Practice*
George Hillocks, *Teaching Writing as Reflective Practice*
(Additional articles will be distributed in class)

Major Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assigned</th>
<th>Due</th>
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<tbody>
<tr>
<td>Literacy Autobiographies</td>
<td>August 27/28</td>
<td>September 10/11</td>
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<tr>
<td>Spring Unit Plan</td>
<td>August 27/28</td>
<td>November 26/27</td>
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<tr>
<td>Co-Planned Unit</td>
<td>September 3/4</td>
<td>December 3/4</td>
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<tr>
<td>Discussion Video &amp; Analysis</td>
<td>September 10/11</td>
<td>November 19/20</td>
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<tr>
<td>Co-Planned Unit Assessment</td>
<td>November 12/13</td>
<td>December 3/4</td>
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See *individual Assignment Descriptions*

Weekly Assignments

Readings & Responses

There will be weekly reading and reading response assignments in conjunction with your work. The readings have been chosen carefully to support your learning as you continue to develop your skills in planning, teaching, and reflecting.

Class Participation

Much of your development as an English teacher occurs in conversation with other teachers, both new and experienced. TE 802 is designed to provide ongoing opportunities to learn through conversation with your peers, instructor, and other teachers. These conversations provide spaces for you to think out loud, to share uncertainties and successes, to ask questions, and to learn from each other. Thus, your participation in class essential. Your participation grade will be determined by your participation in class activities and discussions, and clear evidence that you have read the weekly readings (including completion of the reading responses).

There will also be occasions for you to participate in an online teacher network for mentors and interns. At the end of the semester, we will ask you to choose a piece of your work from the course to share with this online community as a way of participating in the professional teaching community. (Website address: [www.Englishednetwork.org](http://www.Englishednetwork.org))

Focus Class Binder

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1 The first date listed for all assignments is for those in section 21, the Tuesday section, and the second date is for those enrolled in section 22, the Wednesday section (Tuesday/Wednesday).
The Focus Class Binder (FCB) is a place to keep several important elements of your internship work. First and foremost, it is place to keep all of your lesson/unit plans for your focus class. Keeping all of these lesson plans in your FCB allows you, your mentor, and your field instructor continuing access to your thinking and development as a planner and teacher. Show your FCB to your field instructor when she/he comes to visit so that she/he can observe your lesson planning and have a context for the lesson she/he will observe.

Your focus class binder is also the place where you will record your daily reflections. Make sure there is a designated space on your daily lesson plans for your reflection. At some point after teaching your focus class (during planning, lunch, after school, at night), note your thoughts about how the lesson went, what you liked, what you would do differently, what you learned, etc.). This reflection is an important part of your learning. It also keeps the field instructor and mentor current with the kinds of things you are working on in your teaching.

In addition, your FCB stores observation notes from your field instructor and mentor; midterm and semester evaluations; professional development plans, and your substitute teaching records. Your FCB will be a great resource for you next year, as it will represent a year’s worth of lesson plans for a single class.

**Fall Course Schedule** (subject to change)

**August 27/28**

**Topics:**
- * Course Overview & Introductions
- * Spring Unit Plan
- * Literacy Autobiographies

**Readings Due:** None

**Assignments Due:** None

**September 3/4**

**Topics:**
- * Frame Experiments: Getting to Know Your Students
- * Beginning the Unit
- * Co-Planning Assignment

**Readings Due:**
- * Hillocks, pp. 28-37
- * Smagorinsky, Ch. 2

**Assignments Due:**
- * Reading response
  * Talk to your mentor about the units you will teach during Spring Lead
  Teaching and choose one to plan now

**September 10/11**

**Topics:**
- * Results of Literacy Autobiography Inquiries: What Our Students
Tell us about Teaching English and the Ways We Teach it
* Videotaped Discussion Assignment

**Readings Due:** Smagorinsky, Ch. 3

**Assignments Due:** Literacy Autobiography results and write-up

**Special Event:** All interns are invited to attend Dr. Hillock’s Talk on Sept. 9th at 4:00

**September 17/18**

**Topics:** Unit Goals, Assessments & Rationales

**Readings Due:** Smagorinsky, Ch. 5

**Assignments Due:** Reading response

**September 24/25**

**Topics:** Unit Goals, Assessments & Rationales II: Assessing Outside the Box

**Readings Due:** Smagorinsky, Ch. 11

**Assignments Due:** Come to class having shared and discussed your Spring Unit Plan draft goals, assessments, and rationale with your mentor. Bring drafts of goals, assessments, and rationale for your Spring Unit Plan to class.

**October 1/2**

**Topics:**
* Rubrics
* Assessing Student Work

**Readings Due:** Smagorinsky, pp. 134-137; 197-201
Burke, 174-177 (handout)
Stiggins handout

**Assignments Due:**
* Revised Goals, Assessments & Rationale for Spring Unit Plan
* Bring a copy of a rubric you or your mentor have used

**October 8/9**

**Topics:** Rubrics & Task Analyses

**Readings Due:** Hillocks, Ch. 7

**Assignments Due:** Reading Response
October 15/16
Topics:  Sequencing: Gateway Activities
Readings Due:  * Hillocks, Ch. 8
              * Smagorinsky, Ch. 7
Assignments Due:  Spring Unit Plan Task Analyses & Rubrics

October 22/23
Topics:  * Sequencing Activities
         * Outlining Sample Sequence: Smagorinsky Ch. 8
Readings Due:  * Hillocks, Ch. 9
               * Kahn, Walter & Johannessen, handout
Assignments Due:  Reading response

October 29/30
Topics:  Writing Sequence
Readings Due:  Smagorinsky, Ch. 8
Assignments Due:  * Reading response
                * Come to class prepared to work on your Spring Unit Plan Writing Sequence

November 5/6
Topics:  Analysis of Student Work
Readings Due:  Analyzing Student Work Handout
Assignments Due:  * Writing Sequence for Spring Unit Plan
                * Bring in set of student work from an assignment in co-planned unit

November 12/13
Topics:  * Assessing the Unit Plan
         * Co-Planned Unit Assessment Assignment
Readings Due:  Unit Assessment Handout
Assignments Due:  None (work on Spring Unit Plan and Co-Planned Unit Assessment)

November 19/20
Topics: Leading Discussions: What do we currently do?

Readings Due: Smagorinsky, Ch. 10

Assignments Due: Transcribed videotaped discussion segment and write up.

November 26/27

Topics: Spring Unit Plan Workshop

Readings Due: Review course readings for Co-Planned Unit Assessment

Assignments Due: Spring Unit Plan

December 3/4

Topics: Unit Assessment Reflections and Learnings

Readings Due: Review course readings for Co-Planned Unit Assessment

Assignments Due: Assessment of Co-Planned Unit Assignment and mini presentation

Finals Week:

Emily’s Section: Wednesday, December 11, 5:45-7:45
Suzanne’s Section: Thursday, December 12, 5:45-7:45

Learning to Unit Plan: The Unit Planning Sequence in TE 802

<table>
<thead>
<tr>
<th>Planning Stage</th>
<th>TE 802 Planning Task</th>
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<tbody>
<tr>
<td>Building Units from your Learners</td>
<td>Literacy Autobiographies</td>
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<tr>
<td>Choosing Unit Topics and Materials</td>
<td>Spring Unit Plan</td>
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<tr>
<td>Identifying Unit Goals and Rationales</td>
<td>Spring Unit Plan</td>
</tr>
<tr>
<td>Linking Unit Goals and Assessments</td>
<td>Spring Unit Plan</td>
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<tr>
<td>Incorporating Alternative Assessments</td>
<td>Spring Unit Plan</td>
</tr>
<tr>
<td>Rubrics and Task Analyses</td>
<td>Spring Unit Plan</td>
</tr>
<tr>
<td>Gateway Activities</td>
<td>Spring Unit Plan</td>
</tr>
<tr>
<td>Sequencing Activities</td>
<td>Writing Sequence</td>
</tr>
<tr>
<td>Reflecting on &amp; Assessing the Unit</td>
<td>Co-Planned Unit Assessment</td>
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Course Policies

Attendance

As in your field placement, attendance in TE 802 is both important and mandatory. As in TE 401/402, attendance is an important part of your development as a teacher and future member of the teaching profession. Teaching is a profession that relies on professional communities and discourse; you and your instructors are a primary source of your education. If you are absent, both your learning and that of your peers suffers.
As a future teacher, you must demonstrate the reliability and professionalism expected of the teaching profession. Teachers cannot decide that they don’t feel like going to class, and they cannot be late because they cannot find a parking space. They plan ahead to make sure they are on time.

If you know ahead of time that you are going to be absent, talk with me prior to class to help me understand why the absence is necessary. If a serious illness or emergency occurs suddenly, call and leave a message on my voicemail. Excused absences include serious illnesses and funerals. More than one (1) unexcused absence will lower your grade in the course by .25 for each additional unexcused absence.
Late Work

All assignments are due in class on the date indicated on the syllabus. Please do not come to class and ask to go print your assignment; take care of this before class. Assignments turned in late—after the class in which they are due—will drop ½ a grade for every day in which they are late.

Grades

Semester grades will be determined based on the following tasks:

1. Class Participation: 20%
2. Co-Planning Assignment & Assessment: 20%
3. Literacy Autobiography Assignment: 10%
4. Discussion Video Analysis: 10%
5. Spring Unit Plan: 40%