

**0235-456—English Methods: Tutorial in Education**  
**TeachEd 356—English Methods: Tutorial in Education**  
**Wednesdays, 6:00-9:00 p.m. Annenberg G31**

Northwestern University/Fall Quarter, 2021

Instructor: Dr. Dagny D. Bloland

Whitney Young High School

(she, her, hers)

[ddbogpbrightwords@ameritech.net](mailto:ddbogpbrightwords@ameritech.net) **Please use this email address to turn in assignments and to communicate with me via email. Do not use my Northwestern email address; it is not compatible with my computer.**

**(Please note that I do not check NU Canvas or my personal email during the school day. I do, however, check my email and respond promptly to questions at all other times. If you need to contact me on the day of class, please send me a text on my phone.)**

This course offers an introduction to approaches and methods used to teach English/Language Arts in high school. The course blends a review of subject matter with pedagogical theory and is directed toward lesson construction and classroom teaching methods. As part of the student's acquisition of the skills necessary to submission of the Wildcat TPA or Northwestern portfolio, the class will explore the range of strategies which can be employed to address a variety of grade and achievement levels and will provide opportunities to integrate technology in assignments and research.

Using field observations, research, and their background as English majors, participants will employ their own resourcefulness to develop lesson plans and instructional materials for seminar discussion and critique. Other course activities will include review of language essentials in speaking and writing; exercises in designing units and projects; assessment design and application; literary analysis of selected works and application of that analysis in the design of teaching objectives and methods; and examination and analysis of technological resources. Other topics for discussion will be determined by course participants. In addition, one important aspect of the course will be providing a collection of professional topics on which graduate students may base their master's research projects. Graduate students are encouraged to discuss possible topics and resources in class and with each other.

This course helps to prepare students for Illinois state teaching licensure as well as the internship/student teaching phase of teacher education at Northwestern.

### **Print Texts and Other Resources**

**Please note that although the list given below is exhaustive to say the least, the items on it in some cases are included as either/or choices. That is, you are not expected to read every article--just choose where choice is indicated. The books are included as part of the foundation for your professional library, and are chosen to help you craft thoughtful, creative lesson plans as well as to help you prepare for submitting your professional portfolio in whatever form that takes this year. Use them as resources now and in the future. The asterisks indicate full length texts which I think will prove most useful to you as a beginning high school English teacher.**

1. Baker-Bell, A. (2020). *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. Urbana:

- NCTE (free online at NU libraries)
2. Beers, K. (2009) The sound of silence. *The Council Chronicle* 19.1, 14-15. September 2009  
<https://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0191-sep09/CC0191PresComm.pdf>
  - \*3. Bomer, R. (2011). *Building Adolescent Literacy in Today's Classrooms*. Portsmouth, NH: Heinemann
  4. Brockman, E. (2020). Reframing Writing Prompts to Foster Nuanced Arguments: To What Extent? *English Journal*, 109.6, 37-44.
  5. Chadwick, J. (2012) Making Characters Come Alive *English Journal*, 102.2, 35-39
  6. Crocco, M. Halvorsen, A. Jacobsen, R., and Segall, A. (2018) Less arguing, more listening: Improving civility in classrooms. *Kappan*.99:5. February 2018. 67-71
  7. DeStigter, T. (2016) Welcoming Back the Trees: Why Everything Is Not an Argument. *English Journal* 105.6, 97-100
  8. Emdin, C. Teaching Isn't about Managing Behavior. *Atlantic* July 24 2020
  9. Everett, S. (2018) "Untold Stories": Cultivating consequential writing with a Black male student through a critical approach to metaphor. *Research in the Teaching of English* (53:1) August 2018
  10. Glazer, J. (2018) The power of hmm. Bringing life (back) to words in the classroom. *Kappan*.99:5. February 2018. 56-60.
  11. Grierson, S. and S. Orme. (2015) Speak out! How ekphrasis inspires writing on the edge. *English Journal* 104.6 47-54
  12. Hopkins, (2014) Too Much Foliage in Proportion to Fruit--A Plea for Metalanguage *English Journal* 103.3, 105-107
  - \*13. Johannessen, P. , Kahn, E., and Walter, C. (2011) *Writing about Literature*. Urbana: NCTE  
**(Please be sure you get this one; there are several books with this title by other authors.)**
  - \*14. Kirby, D. and others. (2012) *Inside Out*, fourth edition.. Portsmouth, NH: Heinemann (lending copy at NU libraries and SESP office)
  15. Kohnen, A. and English, C. (2016) In Search of Authentic Argument *English Journal* 105:6, 59-65
  16. Lai, T. (2019) From awkward to still awkward but more chill. *English Journal* 108:4, 17-20
  17. Lillydahl (2015) Questioning questioning: Essential questions in English classrooms. *English Journal* 104.6, 36-39.
  18. Macaluso, K., and Macaluso, M. (2021) Dismantling "The Man": New directions in teaching *The Great Gatsby*. *English Journal* 110.5, 69-77
  19. Newkirk, T. (2014) *Minds Made for Stories*. Portsmouth, NH: Heinemann
  - \*20. Ortmeier-Hooper, C. (2017) *Writing across Culture and Language*. Urbana, Illinois: National Council of Teachers of English
  21. Panther, L. and Hughes, S. (2020) "The Old Black Ram:" Using *Othello* to study racializing language. *English Journal* 110.1, 111-113
  22. Pedraza, E. and Rodriguez, R. (2018) "We Are Not Dirt": Freirean Counternarratives and Rhetorical Literacies for Student Voice in Schooling. *English Journal* 107.6, 75-81
  23. Romano, T. (2014) The Lives of a Poem *English Journal* 103.5, 24-29
  24. Rowlands, K. (2016) Slay the Monster! Replacing Form-First Pedagogy with Effective Writing Instruction *English Journal* 105:6 52-57
  25. Schmertz. (2018) Textual Intervention and Film Literacy *English Journal* 105.5, 48-52
  26. Smith, M., Appleman, D., and Wilhelm, H. (2014) *Uncommon Core*. Thousand Oaks, California: Corwin.
  27. Storm, S. and Rainey, E. (2018) Striving toward Woke English Teaching and Learning. *English Journal* 107.6, 95-101

28. Tovani, Cris. (2011) *So What Do They Really Know?* Portland, Maine: Stenhouse (lending copy at NU libraries and SESP office)
- \*29. Turner, K. H., and Hicks, T. (2017) *Argument in the Real World*. Portsmouth: Heinemann
30. Warren, J. (2010) Taming the Warrant in Toulmin's Model of Argument. *English Journal* 99.6
31. Wender, E. (2014) The Practice of Empathy *English Journal* 103.6, 33-37
32. Wilhelm. (2016) *Enriching Comprehension with Visualization Strategies*. New York: Scholastic
- \*33. Wilhelm, J. and Novak, B. (2011) *Teaching Literacy for Love and Wisdom*. New York: Teachers College Press (lending copy at NU libraries and SESP office)
34. Wilhelm, J. and Smith, M. (2016) The Power of Pleasure Reading: What We Can Learn from the Secret Reading Lives of Teens *English Journal* 105.6, 25-30
35. Younker, K. (2008) Our Mandate as Teachers in a Democracy *English Journal* 97.:5, 13-14

### Downloadable Resources:

21<sup>st</sup> Century Curriculum and Assessment Framework: an NCTE Position Paper.

<http://www.ncte.org/positions/statements/21stcentframework>

Adolescent Literacy: An NCTE Policy Research Brief (available free from the NCTE website)

Beers, K. The Genteel Unteaching of America's Poor. A Report from NCTE.

<http://www.ncte.org/library/NCTEFiles/Press/Beers.pdf>

Rosenblatt, L. The Transactional Theory of Reading and Writing. (available from various sources in collections of essays) Note: The term "transactional" has now largely been replaced in the professional literature by the term "aesthetic.")

Yancey, K. B. Writing in the 21<sup>st</sup> Century: A Report from NCTE.

[http://www.ncte.org/library/NCTEFiles/Press/Yancey\\_final.pdf](http://www.ncte.org/library/NCTEFiles/Press/Yancey_final.pdf)

### Recommended Texts:\*

Heller, R. (2019) English Curriculum: What is English? Who decides? An interview with Lisa Scherff. *Kappan* February 29, 2019

Lacy, A. (2019) Starting with the students: A framework for high school reading. *English Journal* 108:4, 17-20

Romano, T. (2015) *Write What Matters*. Zigzag: **strongly recommended**

**\*These texts represent an excellent foundation for your professional library as English/Language Arts teachers. While we will not read all sections of all texts, they are resources for all the domains of Language Arts and will provide valuable material for you in the future. Professional articles are available on the NCTE website or elsewhere as noted. As listed in each week's readings, *EJ* refers to the *English Journal*, the high school level publication for members of NCTE. Please note that you are required to show evidence of your membership in the National Council of Teachers of English. If you are not already a member, go to the NCTE Website and start the process as soon as possible. There is a student rate, which includes an online subscription to *EJ*.**

**Literary Selections:** We will be sampling some materials in major genres as specified for individual sessions in the course outline. *Some short selections may be available online.*

**The Illinois State Board of Education Professional Teaching Standards, the Common Core State Standards, the Illinois State Board of Education Social and Emotional Learning Performance Descriptors, Northwestern University's Guiding Commitments, the National**

### **Council of Teachers of English and International Reading Association Standards for the English Language Arts:**

These documents are intrinsic to Northwestern's work in preparing teachers, as are the WildcatTPA materials you are exploring in other courses as well.

In a separate file I am sending you the NU SESP Guiding Commitments with my coding for your convenience. The codes correspond to those in the boxes for each session listed below.

Please download the following material from the ISBE websites:

the Illinois Professional Teaching Standards

the ISBE Social Emotional Learning Performance Descriptors

the Common Core State Standards in English Language Arts Standards (for K-12 students)

the National Council of Teachers of English/International Reading Association Standards for the English Language Arts

### **Northwestern University COVID-19 Classroom Expectations Statement**

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

- Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

## **School of Education and Social Policy Statements of Policy**

### **Academic Integrity Statement**

MSED students are expected to comply with the policies found in the booklet, "[Academic Integrity at Northwestern University: A Basic Guide](#)Links to an external site.." For details regarding academic integrity at Northwestern, visit: [www.northwestern.edu/provost/students/integrity/](http://www.northwestern.edu/provost/students/integrity/)Links to an external site.. Students' written work may be electronically tested for plagiarized content using TurnItIn via Canvas.

### **Accessibility Statement**

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student requesting accommodations related to a disability or other condition is encouraged to register with AccessibleNU ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential. If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to

implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

### **Class Recordings**

This class or portions of this class may be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. Portions of recordings in which students are visible will be deleted at the end of the term. Your instructor will communicate how you can access the recordings.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

### **Student Attendance Policy**

*Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to re-take the class at another time.*

### **Support for Wellness and Mental Health**

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

### **Exceptions to Class Modality**

*This statement should be included on syllabi for in person or hybrid sections:*

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

*Faculty may choose to include this additional statement:*

Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern’s Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework.

Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.

**What I Expect:** I expect you to come to every class on time and participate. The major assignments in this course are the lesson plans, though the talking points are also an important part of the class. If you turn in the lesson plans on time, I will respond promptly and will make every effort to help you to complete all the requirements listed on the rubric. (See below.) If you turn in work late, I will respond to it by the end of the quarter to the extent that time permits.

**Grading:** To the extent possible, this course is graded according to the principles of standards-based instruction. Under most circumstances students will be able to fulfill all standards described in this syllabus by the end of the quarter. If problems arise, we can discuss them, possibly with the help of your adviser if that seems necessary.

**Assignments:** You should prepare for class by reading the selections listed for each date and posting a Canvas response to each Talking Point described. Your response must be posted by 6 PM on Tuesday evening at the very latest. These may be referred to in class, and discussion will focus on how learning evolves from them. Please note that it will not always be possible for us to discuss the readings in detail, but they will be useful for your lesson planning nonetheless. The more professional literature you read, the deeper your pedagogical repertoire becomes.

You will also be creating and turning in **four sample lesson plans, one for each of the following topics: poetry, writing, speech/visual literacy, and nonfiction. While the first three will probably be one day plans, the nonfiction plan should be at least two days in length. For two of these plans, you will be asked to teach 15-minute excerpts to our class.** For each of your excerpted lessons, choose the most riveting 15 minutes to present. We will sign up for these lessons during the first night's class. You are encouraged to use your own resources in preparing the sample lessons, including your own past schooling, electronic and print sources (**properly cited**), and your supervisors/mentor teachers at your practicum sites. You may wish to use NCTE's ReadWriteThink resources as part of your planning. A significant part of the learning in this course occurs in the practice you receive in designing curriculum for students in high school and sharing your work with your peers. **Be creative and be sure to model the ethical behavior you will want to encourage in your students. Let us know where you found your resources by listing those sources at the bottom of the Lesson Plan Rubric Form.**

Finally, you will create a **Unit Plan** based on an approach/design of your choice. In class we will discuss the Plan, as detailed below. Our unit plan requires that you create a unit about four weeks long, for which you develop a calendar. From that calendar, you then select two days for which to create full scale lesson plans of the kind we will be doing for the shorter plans included here. One of the two days might come from near the beginning of the unit and one from near the end. Alternatively, you could use two sequential days from somewhere in the middle. The Bomer text should be especially useful in this part of the course.

**Gathering, Analyzing, and Using Data:** A further program requirement is that you must demonstrate that your students are learning what you are teaching them. To do so, you will have to design, create, give, and assess assignments which will yield evidence of your students' learning. To the extent possible, you might plan to try to collect some of this evidence during this course. In class we will discuss this requirement and the feasibility of collecting these data this term.

**Very important note:** Because the ISBE Professional Teaching Standards are so central to our work and because so much of your professional work in the future is likely to be based on them, it is a requirement in this class that whenever you turn in a Talking Point, a lesson, project, or unit plan, you specify and type in at the top or in the header the competencies you are acquiring from it, phrased in terms of the applicable ISBE Professional Teaching Standard or Standards. In addition, whenever you turn in a lesson plan, project, or unit, you must code in the number(s) of the Common Core Standard(s), the ISBE Social Emotional Learning Performance Descriptors, and NCTE Standards the K-12 students would be acquiring as a result of your instruction.

In addition, you may have further goals in mind for your students—for example, affective or aesthetic goals. If so, feel free to add them. In addition, as part of each of the four genre-based plans, please include a brief (two or three sentence) introduction and a similar-sized conclusion in which you explain what you would have done the day before the day(s) of the plan and what you would do the day after. Just set a context for the plan.

Please note that in this syllabus each of our sessions has a box next to the date containing the general ISBE Professional Teaching (IPTS) Standards, the Common Core English Language Arts Standards, the ISBE SEL Performance Descriptors, and the NCTE/IRA Standards addressed during that session or in preparation for it. At the end of each session's topics are more specific IPTS Standards related to the specific assignment described in that section. In some cases you can probably simply use those teaching standards for the assignments you turn in for that session. Just make sure that you add student standards where applicable and that you actually paste the appropriate CCSS codes into your plan. One further note: Each assignment on this syllabus is accompanied by the section or sections of the Northwestern University School of Education and Social Policy Guiding Commitments and the Dispositions. The craft of teaching requires its practitioners to keep all of these commitments and dispositions in mind simultaneously, and to approach each act of teaching with both a critical and a creative eye.

**Course grades:** Assessment at the secondary school level is rich and complex. So, too, is the assessment that we will use during this course. We will raise issues surrounding questions of grading and assessment, in order to provide you with an awareness of the basic challenges of evaluation when you begin your career as a teacher. We will be discussing your grade for this class during the first and second nights of class. We will then review the lesson plan rubric so that you can self-evaluate and incorporate into your thinking your own self-evaluation and your instructor's feedback and responses to your progress. You are your own first evaluator.

Grading will be based upon

Self-Evaluation and Reflection—reporting of participation, engagement, preparation, and growth--embedded in the assignments below

Sample Lessons – (written/demonstrated) 4 @ 15% each

Talking Points – (written) 10% total

Unit Plan 30%

On September 22 in class we will discuss the numerical values/weights/percentages for these assignments. Please note that I am under no obligation to accept or grade late assignments. Turning assignments in late can potentially lower your grade in this course.

For our last class on December 1, please be sure to have with you all electronic copies of the assignments (lesson plans, unit plan, talking point, etc.) you have done for this class and any

required revisions you have done. We will use this body of work for self-assessment and for instructor assessment of your work.

**Co-ordination with Assignments from other classes:** My understanding is that many of you are taking the Theory and Practice class. On the first evening of our class, I will ask what other courses you are taking this term and what other courses you anticipate taking between now and June 2022, so that we can work together on some co-ordination among these experiences for you if possible. If you are enrolled in another class this term with similar requirements, you may be able to adapt one or more of your mini-lessons. You are encouraged to find as many connections between and among courses as possible. Furthermore, although our class is not designed exclusively, around the WildcatTPA/Northwestern portfolio, it will help you substantially as you work toward acquiring the skills you will be asked to demonstrate as part of your WildcatTPA/Northwestern portfolio.

**Session 1: Wednesday, September 22: Values and Identity: An Introduction to Our Work  
 IPTS 2A, 3A, 5D; ISBE SEL 1ABC, 2ABCD, 3ABC; NUSESPGC V1-6  
 Assessment: participation**

What kind of teacher do you want to be?--a values-centered question

How do you envision this methods course helping you work toward good literacy experiences for students? KWL, Expectations, Course Outline—anything that turns up on the list we will generate tonight that isn't in the course outline will be considered seriously for possible inclusion.

In-class reading: (Please note that although Bomer is not listed as a weekly reading until later in the course, it's a good idea to start reading it early; in various ways it connects to everything we are doing.)

Some Possible Resources to Explore from This Evening:

Beers, K. (2009) The sound of silence. *The Council Chronicle* 19:1, 14-16. September 2009

Emdin, C. Teaching Isn't about Managing Behavior. *Atlantic* July 24 2020

Pedraza, E. and Rodriguez, R. (2018) "We Are Not Dirt": Freirean Counternarratives and Rhetorical Literacies for Student Voice in Schooling. *English Journal* 107:6, 75-81

Wilhelm, J. and Smith, M. (2016) The Power of Pleasure Reading: What We Can Learn from the Secret Reading Lives of Teens *English Journal* 105:6, 25-30

ISBE's Illinois Professional Teaching Standards—general, English language arts, technology  
 Common Core Standards

ISBE SEL Performance Descriptors

NCTE Standards

NU's Guiding Commitments and Dispositions

Quick Survey on Your Other Coursework

Assessment and Grading: how will you and I know that you are learning these things? How will you know that your students are learning what you are teaching them?

What Makes a Lesson Plan?

Going over our syllabus for talking points, sample lessons, unit plans. (Please note that the NU and IPT numbering in the boxes below indicates which standards and dispositions are being discussed in that session. The numbering after each assignment indicates which standards and dispositions are being addressed with that specific assignment.)

Sample lesson rubrics: What kinds of assessment will be most helpful to you and to Northwestern? Further discussion will take place over the first two weeks of class, possibly leading to revision of the rubric.

Unit plan format: Periodically during the course we will discuss unit plan formats in class so that you will have opportunities to think about this requirement before it is due at the end of the course. I will grade the results after you have shared your plan in class.

An introductory note on class management and grading in your classroom

**Session 2: Wednesday, September 29: Values in Action in the Classroom: ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 4, 5, 8, 11, 12; CCSS Writing Standards Grades 6-12 ISBE SEL 1ABC, 2ABCD, 3ABC; NUSESPGC V 1-6**

**plus**

Literacy and Literature, Part 1 ISBE IPTS 1, 2, 3, 4, 5, 6, 8: NCTE 1, 2, 3, 8, 11, 12; CCSS Reading Standards for Literature Grades 6-12 ISBE SEL 1ABC, 2ABCD, 3ABC

**Assessment: participation**

**Readings:** NCTE/IRA Standards

Panther, L. and Hughes, S. (2020) "The Old Black Ram:" Using *Othello* to study racializing language. *English Journal* 110.1, 111-113

Rosenblatt. The Transactional Theory of Reading and Writing (from IRA)

Smith, Appleman, and Wilhelm (Begin reading *Uncommon Core*.)

Tovani, *So What Do They Really Know?*

Wender, (2014) The Practice of Empathy, *English Journal* 104:6, 33-37

Yunker, (2008) Our Mandate as Teachers in a Democracy *English Journal* 97:5, 13-14

**In addition, try to get a copy of an English Department reading list from one of your practicum sites—however such a list is defined.**

**Talking Point Due Tuesday, 9/28:** Respond briefly to Rosenblatt. Then contrast her approach with the CCSS (and with Smith/Appleman/Wilhelm if possible). Clearly, these are three divergent ways of thinking about our work. What do you make of them as theories? Dispositions 1, 2, 3, 4, 5, 6, 7 IPTS 3B, 3N, 4D, 6B, 6C, 6E, 6F, 6G, 6I; NUSESPGC SJ 1-6

We will also discuss these questions:

- 1) Why should students read literature? What do we mean by literature in the 21<sup>st</sup> century? **How does the Black Lives Matter Movement affect students' and teachers' interaction with literature?** We will revisit these questions periodically, especially in Session 6.
- 2) What does reading mean in high school?
- 3) How do we scaffold growth from reading to reading literature?
- 4) How do Literature Circles work?

**Sample Lesson to Create in Class Tonight:** I will provide a short story in class. We will individually read it and then write a lesson plan for a 40 minute interactive session for a ninth grade "average" class. You are welcome to work alone or collaboratively and to write this as a face-to-face plan or a remote learning plan. Then we will discuss the resulting samples of teaching craft.

Dispositions 1, 2, 3, 4, 5, 6, 7; IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I; NUSESPGC SJ 1-6, SM 1-8, C 1-9

**Session 3: Wednesday, October 6: Poetry, Novel, and Drama** ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 1, 2, 3, 5, 6, 12; ISBE SEL 1ABC, 2ABCD, 3ABC CCSS Reading Standards for Literature Grades 6-12; NUSESPGC SM 1-8, LHD 1-6

**Assessment: lesson plan**

**Readings:** Smith, Appleman, and Wilhelm. *Uncommon Core* (Finish reading for class.)

Romano, T. (2014) The Lives of a Poem *English Journal* 103.5, 24-29

Chadwick, J. (2012) Making Characters Come Alive *English Journal*, 102.2, 35-39

Macaluso, K., and Macaluso, M. (2021) Dismantling "The Man": New directions in teaching *The Great Gatsby*. *English Journal* 110.5, 69-77

Wilhelm, J. and Novak, B. (2011) *Teaching Literacy for Love and Wisdom*. New York: Teachers College Press

**Talking Point Due Tuesday, 10/5:** choose one of your personal favorite poems and explain why you appreciate it and when you first encountered it. At what age might a student first comprehend and enjoy this poem, and what is it about the poem that suggests these answers on your part?

**Sample Lesson Due Tonight:** Find and bring three short (under fifty lines) poems: one for high school freshmen, one for high school juniors or seniors, and any other poem of your choice. Include a brief written discussion of why you think each poem is both appropriate and effective for an English class. Create and submit a lesson plan for **one** of these poems. In class we will work with these and other poems to draw conclusions about literature and the teaching of literature. Dispositions 1, 2, 3, 4, 5, 6, 7; IPTS 1I, 1J, 3B, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 7G; NUSESPGC SM 1-8

**Special Topic for Conversation Tonight:** Reading full-length assigned novels or plays is unfortunately not every high school student's favorite or most skilled activity. Tonight in class we will list and describe three specific strategies we either find or create that will scaffold students through the reading of a full-length novel or play of adult literary merit. Our strategies should be applicable to any novel or to any play, but we will use one or more specific works in our description-possibly ones you may teach during student teaching. If you find a good strategy in a source other than our class readings, please credit the source and share it with us. **ISBE IPTS 1H, 1J, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 7G; NUSESPGC LHD 1-6**

**Session 4: Wednesday, October 13: Writing Part 1.** ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 4, 6, 9, 11, 12; ISBE SEL 1ABC, 2ABCD, 3ABC CCSS Language Standards Grades 6-12; NUSESPGC V 1-6, LHD 1-6

**Assessment: lesson plan**

**Readings:** De Stigter, T. (2016) Welcoming Back the Trees: Why Everything Is Not an Argument *English Journal* 105:6, 97-100

Kirby. *Inside Out*.

Ortmeier-Hooper, C. (2017) *Writing across Culture and Language*. Urbana, Illinois: National Council of Teachers of English

**Talking Point Due Tuesday, 10/12:** Respond to Kirby, Ortmeier-Hooper, or DeStigter. If their ideas had been in place in your high school, how would the teaching of writing have looked? (If your experience seems similar to those described in this week's reading, please describe that experience.) **ISBE IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K; NUESP GC C 1-9**

**Sample Lesson Plan Due Tonight:** Create a writing lesson which might be appropriate to use at your practicum site and which does not spring from a previous written text. That is, this lesson plan should not be based on a published written or visual text as a prompt; the assignment is **not** to write about literature. (Note that this is a first attempt at lesson planning for this course. We will discuss it in class, but in the meantime please think of it as a draft for possible revision.) Specify the age and grade of the students for whom this plan is designed. If this is one of your mini-teaching lesson dates, be ready to excerpt your lesson with our class--maximum 15 minutes. **ISBE IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K; NUESP GC LHD 1-6**

**Session 5: Wednesday, October 20: Writing Part 2.** ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 4, 6, 9, 11, 12; ISBE SEL 1ABC, 2ABCD, 3ABC CCSS Language Standards Grades 6-12; NUESP GC LHD 1-6, SM 1-8

**Assessment: lesson plan**

**Readings:** Johannessen, Kahn, and Walter. *Writing about Literature*.

**Choose one of the following articles and one article from the January 2018 issue of English Journal to read for this evening. The Mazura and Boecherer articles are good candidates from this issue of English Journal.**

- Brockman, E. (2020). Reframing Writing Prompts to Foster Nuanced Arguments: To What Extent? (*English Journal*, 109.6: 37-44) July 2020
- Rowlands, K. (2016) Slay the Monster! Replacing Form-First Pedagogy with Effective Writing Instruction *English Journal* 105:6 52-57
- Kohnen, A. and English, C. (2016) In Search of Authentic Argument *English Journal* 105:6, 59-65
- Warren, J. (2010) Taming the Warrant in Toulmin's Model of Argument. *English Journal* 99.6 (41-46)

**Talking Point Due 10/19:** Discuss how you see the necessarily delicate balance in the teaching of writing between providing enough support for young writers and imposing a stultifying formula on them. Use examples from your own previous experience or those of peers or students you have tutored. **ISBE IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K; NUESP GC V 1-6, LHD 1-6, C 1-9**

**Session 6: Wednesday, October 27: Speech, Media, Visual Literacy, Propaganda** ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 1, 8, 11, 12; ISBE SEL 1ABC, 2ABCD, 3ABC CCSS Speaking and Listening Standards Grades 6-12; NUESP GC V 1-6, SM 1-8

**Assessment: lesson plan**

**Reading:** Turner and Hicks. *Argument in the Real World*

Schmertz. Textual Intervention and Film Literacy *English Journal* 105.5, 48-52

Grierson, S. and S. Orme. (2015) Speak out! How ekphrasis inspires writing on the edge.  
*English Journal* 104.6 47-54

**Talking Point Due Tuesday, 10/26:** What do the oft-discussed revolutionary changes in communication imply for canonical literature, and indeed for the idea of literature altogether? **How do the Black Lives Matter and related political movements affect the teaching of literature? How has the pandemic affected students' and teachers' interaction with literature?**  
Dispositions 1, 2, 3, 4, 5, 6, 7; NUSESPGC V 1-6, SJ 1-6, C 1-9

**Sample Lesson Due Tonight:** Based possibly on the relevant sections of Bomer, design a lesson that integrates speech skills and visual literacy for a class of “advanced” eleventh graders. If you choose a text or texts for this lesson, it must be a non-print text. That means that you should not base your lesson on having students create something for which the prompt is a novel, a play, or a short story. Dispositions 1, 2, 3, 4, 5, 6, 7 **IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 7G, 7K, 7L, 7Q; NUSESPGC LHD 1-6, SM 1-8**

**Session 7: Wednesday, November 3: Grammar, Linguistics, Vocabulary, Language Study**  
**ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 1, 2, 3, 5, 6, 12; ISBE SEL 1ABC, 2ABCD, 3ABC CCSS Language Standards Grades 6-12; NUSESPGC SJ 1-6, C 1-9**  
**Assessment: participation**

**Readings:** Baker-Bell, A. (2020). *Linguistic Justice*. Urbana: NCTE--**Study the cover in particular.**  
Hopkins (2014) Too Much Foliage in Proportion to Fruit--A Plea for Metalanguage  
*English Journal* 103.3, 105-107  
Lai, T. (2019) From awkward to still awkward but more chill. *English Journal* 108:4, 17-20  
Liao, J. Forgetting my first language. *The New Yorker*. September 3 2021  
Storm, S. and Rainey, E. (2018) Striving toward Woke English Teaching and Learning.  
*English Journal* 107.6, 95-101

**Talking Point Due Tuesday 11/2:** Bring in a list of as many direct quotations as you can gather in ten minutes--ideally some of these should be connected to each other in a conversation. Describe the setting briefly, but do not use names or descriptions of any participants. In class we will use your data to discuss the vocabulary, grammar, and sociolinguistics of actual speech. **ISBE IPTS 1C, 1E, 1F, 2H, 3C, 4B, 4D, 6C; ISBE SEL 1ABC, 2ABCD, 3ABC; NUSESPGC C 1-9**

**Session 8: Wednesday, November 10:** Nonfiction and Research Skills **ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; ISBE SEL 1ABC, 2ABCD, 3ABC NCTE 1, 2, 3, 6, 7, 8, 11, 12; NUSESPGC V 1-6, SM 1-8**  
**Assessment: lesson plan**

**Reading:** Bomer. *Building Adolescent Literacy in Today's Classrooms*

**Talking Point Due Tuesday, 11/9:** Describe in frank detail the process by which you began and completed a research paper for a college class. What implications does your narrative have for your work as a high school teacher of English, writing, and research? **NUSESPGC SM 1-8**

**Sample Lesson Due Tonight:** Find a short piece of **17<sup>th</sup>, 18<sup>th</sup>, or 19<sup>th</sup> century nonfiction literature written originally in English**, or excerpt a section from a longer piece originally written

in English. Apply principles of reading instruction (from another class if you wish, or from Wilhelm or some combination) to designing a two or three day lesson for a regular level sophomore English class including EL students. Your goals here are both comprehension of the selection and engagement with it. (If this is one of your mini-teaching lesson dates, be ready to excerpt your lesson with our class--maximum 15 minutes). Dispositions 1, 2, 3, 4, 5, 6, 7 IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O; ISBE SEL 1ABC, 2ABCD, 3ABC; NUSESPGC SM 1-8, LHD 1-6

**Session 9: Wednesday, November 17: Interdisciplinary Teaching/Theme-Based Language Arts** ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 1, 2, 3, 7, 8, 11; ISBE SEL 1ABC, 2ABCD, 3ABC; NUSESPGC LHD 1-6

**Readings:** Read Bomer and Wilhelm in preparation for creating your unit plan.

Wilhelm (2016) *Enriching Comprehension with Visualization Strategies*

Lillydahl (2015) Questioning questioning: Essential questions in English classrooms. *English Journal* 104.6, 36-39.

Glazer, J. (2018) The power of hmm. Bringing life (back) to words in the classroom. *Kappan*.99:5. February 2018. 56-60.

Crocco, M. Halvorsen, A. Jacobsen, R., and Segall, A. (2018) Less arguing, more listening: Improving civility in classrooms. *Kappan*.99:5. February 2018. 67-71

**Talking Point due Tuesday, November 16:** As a prospective English teacher, you have spent many hours discussing texts in classes. As you reflect back on class sessions like this, describe a typical class discussion about literature as you have experienced it. To what extent do you think your experiences are similar to those of fellow students who are not English majors? ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 1, 8, 11, 12; ISBE SEL 1ABC, 2ABCD, 3ABC CCSS Speaking and Listening Standards Grades 6-12; NUSESPGC SJ 1-6, C 1-9

**Session 10: Wednesday, December 1: Unit Plan Collaborative Workshop** ISBE IPTS 1, 2, 3, 4, 5, 6, 7, 8; NCTE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; ISBE SEL 1ABC, 2ABCD, 3ABC; CCSS Reading, Writing, Language, Speaking and Listening Standards Grades 6-12; NUSESPGC V 1-6, SJ 1-6, SM 1-8, LHD 1-6, C 1-9

**Assessment:** unit plan

**Special Final Reading in Class:** Mohyuddin. (2003) On the First Day of Student Teaching. *English Journal* 93.2, 25-27

Time will be provided in class to begin reading Newkirk, T. (2014) *Minds Made for Stories*. Portsmouth, NH: Heinemann

**Unit Plans** – Share through discussion with class (use outline as a guide) NUSESPCF: 1.1, 1.2, 1.3, 1.4, 2.2, 3.1; Dispositions 1, 2, 3, 4, 5, 6, 7

Unit plans may be turned in at any time up to 8 PM on Friday, December 10. IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 7G, 7K, 7L, 7Q; SEL 1ABC, 2ABCD, 3ABC; NUSESPGC V 1-6, SJ 1-6, SM 1-8, LHD 1-6, C 1-9

**Self-Evaluations – (in class) –** These self-evaluations will be based upon the 2013 ISBE IPTS and SEL Standards and IPTS 1H, 1J, 3B, 3N, 4D, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 7G, 7K, 7L, 7Q; SEL 1ABC, 2ABCD, 3ABC

Northwestern University  
English Methods Unit Planning Guidelines  
Fall 2021  
D. D. Bloland

**Goals of the Unit Plan:** Creating a successful unit plan demonstrates that you are proficient in both methods and content. Although these two facets of our professional lives are closely connected, we will use the occasion of the unit plan to show both areas in the following ways.

**For purposes of assessing content knowledge, a unit plan--**

A. Demonstrates that the candidate possesses sufficient depth and scope of content knowledge to:

- find appropriate materials and resources;
- know how to organize/sequence;
- engage and challenge students;
- make connections across content areas and/or with current events/culture
- know where students might be tripped-up, where they will need scaffolding.

B. Demonstrates knowledge of terminology unique to content domain

C. Explains where/how the unit fits into the yearly curriculum

- takes into account curriculum goals;
- builds on students' prior knowledge.

D. Utilizes an assortment of effective assessments, both formative and summative

**For purposes of assessing pedagogical knowledge, the unit plan includes many of the components that follow.** Listed below are some considerations and kinds of activities you might wish to consider when planning units. The list is not exhaustive, and some topics overlap with others. Some topics may not be suitable, or you may not have time for them. The list is intended simply to help you think in a variety of ways about planning units or smaller parts of units.

**Goals/Standards:** How do the activities and student products in this unit fit into some of the overarching goals you and/or your district have for the students in this class? (Notice that matching activities with goals and standards is a messy, recursive process. If you have a really outstanding activity in mind, you will probably have no difficulty finding goals and standards which it will fulfill. Conversely, looking at the goals and standards--including your own as well as your district's--as you plan can help you make the unit deeper, richer, and more multifaceted. What do you think is the most important learning that students can do in this unit?

**Reading:** What reading should all students do? What titles, authors, etc.?  
Should some readings be differentiated for different students? Is this an opportunity for student choice in reading?

**Writing:** What written products should come out of this unit? How can this part of the unit support student choice and diversity of needs? (Large hint: Over time, consciously try to vary the genres you're asking for from students, so that they learn to write in forms other than conventional

persuasive essays.) What opportunities will there be to use writing as a means of learning, reflection, and metacognition?

**Speaking:** How will formal and informal speaking opportunities be integrated into this unit? How will speaking be used as a means of learning?

**Technology and Media:** Is this an opportunity to help students integrate technology into their learning? How and why? Will electronic media be part of your presentation, or part of students' response modes? How?

**Other Resources:** Are parents or other speakers available as resources? Should a field trip be included in this unit? If so, what would be needed to make the resource session or field trip a worthwhile experience for students?

**Timing:** How long will this unit take? In what order should the components occur? Make a tentative calendar of events.

**Assessment:** How will you determine what students have learned in this unit? Remember that it's often very difficult to measure what new skills and understandings students have acquired as a result of your instruction, as opposed to what they had before they started. Language acquisition at any level is a very complex act. Here's another hint: assessment is a good opportunity to return to the goals and standards and ask yourself: What do I need to see and hear from students to determine how effective this unit is for them? As a teacher researcher, what will I take as evidence that this unit is working? It's also important to build in formative assessments along the way. Assessment is ongoing and integral to our work; it isn't a single event at the end of a unit or a semester.

**Draft Unit Plan Rubric for Discussion**

<b><u>Goals/Standards</u></b>			
<b><u>Evidence of finding appropriate materials and resources showing familiarity with content terminology</u></b>			
<b><u>Effective unit organization and sequence; good scaffolding; assessment is intrinsic and ongoing</u></b>			
<b><u>Activities providing for student engagement and differentiated challenge in reading, writing, speaking, and listening</u></b>			
<b><u>Connections with contemporary culture and/or other content areas</u></b>			
<b><u>Rationale: How does this unit connect to the remainder of the high school course?</u></b>			
<b><u>Effective use of technology</u></b>			

### English Methods Teaching Sessions

Please sign up to present two of these four. (Just for clarification: Over the course of the quarter, you will turn in all four plans and present two of them.)

<b>10/6: Poetry</b>	<b>10/13: Writing</b>	<b>10/27: Speech, Media</b>	<b>11/10: Nonfiction</b>
1.	1.		1.
2.	2.		2.
3.	3.		3.
4.	4.		4.
5.	5.		5.
6.	6.		6.
7.	7.		7.
8.	8.		8.
9.	9.		9.
10.	10.		10.
11.	11.		11.
12.	12.		12.

### Sample Lesson Guide and Requirements for English Methods, Fall 2020

Create a plan for teaching each of the following topics for the indicated group of students, due on the date noted. Please note that the unit plan is for three to five weeks, and the poetry plan, short story plan, writing plan, and speech/drama/visual literacy plan listed below are for single class periods. The nonfiction plan is for two or three class periods.

poetry	your choice	October 6
writing	9th grade regular	October 13
speech/drama/visual literacy	11 <sup>th</sup> grade advanced	October 27
pre-20 <sup>th</sup> century nonfiction	10 <sup>th</sup> grade regular with EL	November 10

Please note that I am under no obligation to grade or accept late work.

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Now a central question: What makes a lesson plan effective?

There are various formats for lesson plans, preferred by different districts and administrators.

In general they seem to have the following elements in common:

- one or more Common Core standards for the students
- one or more professional standards for you
- a list of materials and resources
- a description of activities students and teacher will engage in—the methodology
- (for student teachers especially) a rough estimate of the time each activity will take
- a note about accommodating differences among learners
- a means of assessment for the specified goals/standards/outcomes (not for each class session) –How will you know if the students are learning what you have in mind for them? How will you adjust your instruction if they haven't?

On the first night of class we will discuss the rubric for your sample lesson plans.

Please note that your class demonstration lessons—the mini-lessons-- (See signup list) will come from these lesson plans. Everyone writes all four of the plans listed above and submits them in class according to the syllabus schedule. In addition, you demonstrate an excerpt of each in class during the class sessions you sign up for above. During your demonstration lesson, don't try to summarize the entire plan. Instead, take an exceptionally good 15-minute sample to present. On the night be prepared to start and end promptly. Make sure you are prepared to lead us through the activity.

**Lesson Plan Rubric for English Methods/Fall 2021/D. Bloland**

**Please make this rubric the first page of each of your lesson plan documents and please complete the boxes in the first row.**

<b>Name:</b>	<b>Genre:</b>	<b>Title of Text (whether print or non-print):</b>	<b>Date due:</b>
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<b>1. Planning/Preparation</b>	<b>Present</b>	<b>Absent</b>
A. CCSS specified for students, IPTS and WildcatTPA specified for teacher		
B. materials and resources listed		
C. methods/activities specified in order including opening, closing, specific questions, directions, etc., possible sponge, and estimated time for each section		
D. assessments included		
E. context (possible unit, prior knowledge, next lesson, current state of students' learning)		
F. teacher's specific sources (published or personal communication) for this plan are cited and acknowledged		

<b>2. Effectiveness</b>	<b>Exemplary</b>	<b>Adequate</b>	<b>Needing refinement</b>	<b>Needing substantial revision</b>
A. student-centered, engaging				
B. activities aligned to goals and effective in meeting those goals: meaningful learning will occur during class time				
C. integrating challenging academic vocabulary				
D. worth kids' time				
<b>3. Differentiation/Flexibility</b>	<b>Exemplary</b>	<b>Adequate</b>	<b>Needing refinement</b>	<b>Needing substantial revision</b>
A. includes a variety of activities in order to differentiate for modalities of learning				
B. activities foster a positive atmosphere				
C. student choice is included when practical				
D. some attention to required modifications and accommodations is included				
E. respects cultural differences				
<b>4. Level of Professional Thought</b>	<b>Exemplary</b>	<b>Adequate</b>	<b>Needing refinement</b>	<b>Needing substantial revision</b>
A. activities show opportunity for authentic language activity				
B. assessment reveals extent of students' authentic skill and growth: a clear, useful, and meaningful result				
C. plan ends with a question for teacher self-reflection, including some "If" statements and plans to address these unexpected events				

Reminders: 1) Include the Illinois Professional Teaching Standards and the WildcatTPA Standards for the section on Preparation. 2) As you plan, think in terms of time, choice, community, and response.

