

OCT 28 1992

①

5

LSC # 123
Action 11-5-92

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Dr. Lynne B. Alvine Eng. Dept.
Phone x 2261 or x 2744
(office)
 (X) Writing Workshop? (If not at IUF, where? when? Attached/Narrative)
 (X) Proposal for one W-course (see instructions below)
 (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
 () Course Number/Title _____
 () Statement concerning departmental responsibility _____
 () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
 () Course Number/Title _____
 () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Lynne B. Alvine, Ed.D.
 Department Chairperson James L. Gray
 College Dean [Signature] 11/5/92
 Director of Liberal Studies [Signature]

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
Please number all pages.

WRITING WORKSHOP?

I have not enrolled in one of Dr. Walvoord's workshops here at IUP although I have known her professionally for several years. From 1981-1985 I studied at the Bread Loaf School of English in the Program in Writing. As a Middlebury College M.A. in English student both in Vermont and at Oxford, U.K., I studied with James Britton, Nancy Martin, Shirley Brice Heath, Ken Macrorie, Dixie Goswami. (The phrase "writing across the curriculum" came out of the Schools Council Project of Britton and Martin in England.) Consultants to the Bread Loaf Program in Writing from time to time included Donald Graves, Nancie Atwell, Art Young, and many others well known in the teaching of writing and writing to learn. All of the above know me and of my work. (Indeed, I first met Barbara Walvoord at Bread Loaf in 1985 when I was assigned to pick up her and her husband at the Burlington airport on the occasion of their serving on an external evaluation team for Bread Loaf.)

As early as 1983 after studying with Nancy Martin, John Dixon, and Peter Medway at Oxford, I initiated the Buena Vista Writing to Learn Project in my home school division in Virginia. That was a 2-year grant-funded project that involved 10 elementary teachers in dialogues about writing as a way of learning in the elementary classroom.

From 1983 to 1990 I served as a writing consultant to school divisions in Virginia on the topics of teaching writing and writing to learn. Several times during those years, I attended sessions sponsored by the Radford University WAC Program -- sessions led by the likes of Mary Kay Healey of Berkeley, Art Young of Clemson, Dixie Goswami of Clemson, Toby Fulwiler of Vermont, Nancy Martin, Emeritus of London Institute of Education. In 1986 I was one of 13 teachers who published Plain Talk about Learning and Writing Across the Curriculum, a book that NCTE now offers and continues to reprint.

Last spring, my colleague, Dr. Carole Bencich, and I received funding for the first National Writing Project site here at IUP, and last summer we co-directed the first Summer Institute of the Southcentral Pennsylvania Writing Project here on campus. This semester I am coordinating a series of inservice workshops on writing and writing to learn, sponsored by the Midwestern Intermediate Unit 4 at Grove City, Pa for teachers in the Butler area. Last week I served as a consultant to the Blairsville-Saltsburg Public Schools on the topic of writing to learn in all subjects.

I believe the professional experiences described above more than qualify me as a "committed writing intensive instructor" at IUP. Indeed, writing is central to the learning in all of the courses I present on the graduate and undergraduate level. My students are very familiar with the phrase "let's think in writing about...." Last fall the Adolescent Literature students were so used to my in-class writing to learn that they picked up their pens every time I posed a question.

Writing Summary

EN 218: Literature for Adolescents is a course I teach every fall for students planning to complete the B.S. in English Ed. with public school teaching certification. Most of the students are sophomores and juniors; occasionally a student waits until the fall of the senior year to take it. Class size runs around 23-26. The strategies I use in this course represent the kinds of writing I have students do in all of my courses. There are 5 types of writing the students do in EN 218:

Response Journals

For each of the 12 works of adolescent literature read, students write a 4-part journal entry, including their response as a reader, their assessment of the quality of the work, thoughts about using the text in a classroom, and a summary of the characters and the plot. Students are instructed to mark the entries they want the instructor to read, and the journals are picked up three or four times during the term. They count toward class participation in course assessment.

Major Assignments

There are 2 major assignments for the course, each of which requires students to submit "product writing." They do a "Reader's Support Kit" for which the intended audience is the students at the grade level appropriate for the book on which they have based the kit. Second, each student submits a written plan for a unit of instruction in the targeted classroom. Here the audience is the instructor and/or other teachers of adolescents. Both assignments involve shaping and clarifying text to make meaning. For both assignments, students are encouraged to collaborate with classmates for response and editing. For the unit plan, they have class time for the peer response and editing.

Midterm and Final Exams

Students take both midterm and final essay tests of 3 to 5 questions requiring them to write coherently under testing conditions. Average number of handwritten pages for the midterm and final exams are 5 and 8, respectively.

In-Class 'Think in Writing' Activities

In every class I teach, I ask students to identify a space in their notebooks that will be used for writing-to-learn. Often, I ask students, especially in classes such as Adolescent Literature, where I want them thinking about the teaching process, I ask students to take a metaperspective on the activities of the day.

Admit and Exit Slips

Sometimes when I want to check for student understanding, I will ask them to do an "exit" slip before leaving or an "admit" slip for the next class. These strategies allow me to see at a glance who got what out of the reading and/or discussion for the day. (See attached explanation of Admit Slips.)

EN 218: LITERATURE OF ADOLESCENCE

3 Credits

GENERAL PURPOSES

This course is designed to give the prospective middle and/or high school English teacher a familiarity with the literature adolescents choose to read, enjoy, and find relevant to their lives. It will present the reasons why teenage readers make the choices that they do and review sources of materials teenagers will read with pleasure. It is also presented so as to help the prospective professional educator develop a positive attitude toward this kind of literature.

SPECIFIC GOALS

Students who are successful in this course will show growth in the following areas.

1. Positive attitudes about reading for enjoyment, the place of the classics in a young person's education, and the place of the young adult book;
2. Successful use of criteria for evaluation and selection of books for different groups of middle and/or high school students;
3. Familiarity with a wide body of adolescent literature and a willingness to read this material as part of professional reading throughout the career in education;
4. Familiarity with bibliographic resources and willingness to use them;
5. Ability to bring to adolescent literature knowledge from the psychology of learning, the psychology of adolescence, and the principles of research;
6. Awareness of many ways to report on a book and the disadvantages of the traditional book report; familiarity with a variety of ways to get students to respond to literature;
7. Familiarity with various ways of bringing guided outside reading into classroom discussion and the value of individualizing classroom reading programs;
8. Ability to make judgments about selections based on readability formulas and knowledge of the student(s);

- 9. Familiarity with many approaches to literature in the classroom so that over analysis may be avoided while literary quality remains a genuine issue; and
- 10. Awareness of the importance of helping middle and high school students become lifelong readers.

UNDERSTANDINGS

The student who successfully completes this course will understand that:

- 1. The body of literature defined as literature for adolescence is composed of
 - a) literature with adolescents as main characters written by serious authors who write for the adolescent audience;
 - b) literature with adolescents as main characters written for adult readers;
 - c) adult literature that has relevance and appeal to the adolescent reader;
- 2. Literature written specifically for adolescents deals with the problems, the interests, and the emotion of the teenage years;
- 3. The concerns and interests of adolescents have remained relatively stable in spite of cultural and technological changes;
- 4. Adolescents read for escape, self-discovery, and recreation and rarely for aesthetic reasons;
- 5. Literature can make a contribution to the lives of individual adolescents;
- 6. The reading and the study of adolescent literature can serve as an important transitional element in the literary education during the teenage years and even into adulthood;
- 7. Young people go through reading phases related to the basic psychological problems they face at different stages in growing up; and
- 8. The only way to assure life-long reading habits is to make reading an enjoyable and meaningful experience for students.

Textbooks:

- ** Cline, R. and McBride, W. A GUIDE TO LITERATURE FOR YOUNG ADULTS: BACKGROUND, SELECTION, USE (1983) Scott, Foresman, and Co.
- ** Fleming, M. and McGinnis, J. (Eds.) PORTRAITS: BIOGRAPHY AND AUTOBIOGRAPHY IN THE SECONDARY SCHOOL (1985) NCTE
- ** Gallo, D. SPEAKING FOR OURSELVES: AUTOBIOGRAPHICAL SKETCHES BY NOTABLE AUTHORS OF BOOKS FOR YOUNG ADULTS (1990) NCTE

Works of Literature:

The following works of literature are organized into pairs within each of several loosely-drawn categories. Each of you will select a learning partner from among the members of this class. One of you will be responsible for securing the first book listed in each pair. The other will be responsible for securing the second. (There are 18 copies of each of these books available at the Co-op Store.) You will be required to have read the book for which you are responsible by the date indicated in this syllabus. You may want to borrow the other when your partner is not using it so that you can participate in the discussions and further enrich your background in adolescent literature. Some students will, no doubt, read most of the selections. Note: The two autobiographies are both required.

GROWING UP

- Blume, J. ARE YOU THERE, GOD? IT'S ME MARGARET. Dell
- Paterson, K. BRIDGE TO TERABITHIA. Avon

ANIMALS

- Rawls, W. WHERE THE RED FERN GROWS. Bantam
- Peck, R.N. A DAY NO PIGS WOULD DIE. Dell

HUMOR

- Spinelli, J. SPACE STATION SEVENTH GRADE. Dell
- Kassem, L. Middle School Blues. Avon

SCHOOL PROBLEMS

- Rhue, M. THE WAVE. Dell
- Cormier, R. THE CHOCOLATE WAR. Dell

SCIENCE FICTION/FANTASYCormier, R. FADE. DellSleator, W. SINGULARITY. BantamOTHER CULTURESMohy, M. MEMORY. DellMeyer, C. TWO FACES OF ADAM. BantamTEEN EXPERIENCEPeck, R. PRINCESS ASHLEY.Stone, B. BEEN CLEVER FOREVER. HarperETHNIC EXPERIENCETate, E. THE SECRETS OF GUMBO GROVE. BantamTaylor, M. ROLL OF THUNDER, HEAR MY CRY. BantamFEMALE CENTRAL CHARACTERSVoight, C. DICEY'S SONG.Bridgers, S.E. ALL TOGETHER NOW.SPORTSSnyder, A. THE TRUTH ABOUT ALEX or COUNTERPLAY.
New American LibraryBrooks, B. THE MOVES MAKE THE MAN. BantamPERSONAL/SOCIAL PROBLEMSBridgers, S.E. PERMANENT CONNECTIONS. Harper KeypointKerr, M.E. NIGHT KITES.AUTOBIOGRAPHY/BIOGRAPHY** Angelou, M. I KNOW WHY THE CAGED BIRD SINGS. Bantam** Appleman-Jurman, A. ALICIA: MY STORY.

** Required for everyone.

Week 1	Explain Book Policy Course Goals	Planning
Week 2	Nature of Adolescence	** Ethnic Exp. **
	** Growing Up **	Week 10 Eng. Dept. Curr.
Week 3	Literary Criticism Reader Response	** Female Central Characters **
	** Animals **	Week 11 Other Genres READER'S SUPPORT KITS DUE
Week 4	Characteristics of YA Literature	** Autobiography ** Non-Fiction
	** Humor **	Week 12 Sharing Ideas
Week 5	Alternatives to Book Reports/ Sources (Assign RSK)	** Autobiography ** Non-Fiction
	** School Problems**	Week 14 Library Resources UNIT PLAN SUE
Week 6	Readability Measures	** Personal/Social Problems **
	** Science Fiction/Fantasy	Week 15 Censorship
Week 7	Individualized Reading Programs	** Sports **
	** Other Cultures**	Synthesis/Review
		FINAL EXAMS
Week 8	Planning for Teach. MID-TERM EXAM	
	Teen Experience	
Week 9	Literature Texts/	

EVALUATION

Reading Assignments:

1. At least one work from each of the categories prior to the day discussion of the category begins.
2. Sections from Cline and McBride as assigned in advance.
3. Articles distributed in class in advance of their discussion and/or appropriateness to the topics.

For Review by Students:

1. The other two required books as they are appropriate resources for discussion of the course topics.
2. Recommended resources such as booklists, bibliographies, reviews, journals, etc. available in the library.

Major Assignments:

1. Each student will prepare a "Reader's Support Kit" for one of the books read for the class.
2. Each student will complete a teaching unit dealing with some work or works of literature for adolescents. The unit should include as a major part a novel or other work of literature read for this class.

Class Participation:

Each student will be expected to participate in the class discussion. This course is designed to introduce students to ways to involve their future students in class discussions so that they may share their responses to the works with other students. STUDENTS WHO DO NOT REGULARLY CONTRIBUTE TO THE CLASS ACTIVITIES SHOULD NOT EXPECT TO PASS THE CLASS.

Each student will keep a Response Journal to be handed in three times during the semester.

Mid-term and Final Exams:

Each student will complete a mid-term and a final exam to be evaluated by the instructor.

GRADES

- Mid-term Exam 10%
- Final Exam = 25%
- Reader's Support Kit = 15% (Includes self-assessment.)
- Teaching Unit = 25% (Includes self-assessment.)
- Class Participation = 25% (Includes self-assessment.)

EN 218 LITERATURE OF ADOLESCENCE
Dr. Lynne Alvine

READER'S SUPPORT KIT Assignment Guidelines

Purposes:

A Reader's Support Kit can help a student get ready to read a particular book. It can also enhance the reader's enjoyment of the book during the reading and beyond.

Approaches to creating a Reader's Support Kit:

Identify what may be in the book that a young person would need to know to get the most out of reading it.

Identify experiences that might help the reader know those things.

How can you help the reader see, feel, taste, touch, smell the experiences of characters in this book?

What information about the setting can you provide to help the reader with context for the events of the book?

Contents of a Reader's Support Kit:

Photographs, Slides, Posters, Puzzles, Games, Questions, Interview Tasks, Exercises, Miniatures, Other . . . ?

Criteria for evaluation:

Appropriateness of objects and activities to the content of the work.

Potential effectiveness of objects and activities to create interest in reading the work.

Organization -- clarity and effectiveness.

Variety of contents.

Overall attractiveness of the Kit.

The Reader's Support Kits are due in my office on or before
November 12.

Instructor: Lynne Alvine

Guidelines for Developing a Unit Plan

A "Unit Plan" is an organized approach to instruction over a defined period of time (2 days to 3 weeks). A 2-week unit is often optimal, but the length depends on the content, the teacher, and the learners.

The Rationale includes early decisions.

What will you teach? (A Set of Skills, A Concept, A Collection of Works)

To whom will you teach? (Subject, Grade Level, Ability Level)

Why is this unit important for these students?

Unit Objectives (See handout on writing objectives.)

Unit Objectives should be more broadly stated than daily objectives, but they should include intended learning outcomes in terms of what the students will be able to do as a result of instruction. Label objectives as Cognitive or Affective domain.

Activities

In a unit plan activities should be listed without consideration for order. This should be a brainstormed list of all of the possibilities. You will select what you will actually do from this list. You should list as many activities as may be relevant. Some activities will work better with some groups.

Culminating Activities (Some activities are better than others for synthesizing information and/or embedding concepts and/or skills. List such activities separately.)

Materials

List what you will need. You must arrange for A-V equipment in advance.

Evaluate

One way to evaluate is a unit test. If you use a unit test, how will it be structured? taken? scored? weighted? What other measures can you use to assess whether the students learned what you wanted them to learn? Also: How can you evaluate your teaching.

EN 218: LITERATURE OF ADOLESCENCE
Fall 1991
Dr. Lynne Alvine

Name _____
MID-TERM EXAM
October 22, 1991

The purpose of this exam is to give us a mid-term progress check on your ability to think about important concepts related to teaching literature to adolescents and to apply those concepts to the books we have read thus far. You need not reflect the instructor's perspective on these concepts or novels (even if you think you know what it may be), but it is important that you support what you say.

Respond to the following in ink on your own loose-leaf paper. Think about your response enough to be concise. You may use a scratch sheet to organize as necessary. Attach any scratch sheets you use to the back of your paper. Attach this page of questions on the front with your name clearly on it. Do not put your name on the pages containing your response.

Each student is asked to respond to question #1 (5 points). With questions # 2 (3 points) and # 3 (2 points), there are options. Choose one part of each. You may write the responses in any order, but please organize them numerically before you staple your paper.

1] In Chapter 4, "Quality in Young Adult Literature," Cline and McBride discuss appropriate considerations for traditional elements of literature with regard to YA novels. For each of the five elements discussed (setting, characterization, plot, theme, and style), select one novel that we have read that does a particularly good or a not-so-good job of treating that element and, in a sentence or two, support your choice. (5 points)

2] (a) We have discussed several developmental traits of adolescence. Select any three psychological or social characteristics of that population and tell how one of the characters and/or one of the books we have read might relate to each of those characteristics. (3 points)

OR

(b) We have discussed several characteristics young adult novels tend to have. Select one novel that exhibits any three of those characteristics and tell how each trait listed is found in that novel. (3 points)

3] (a) At the end of Chapter 1, Cline and McBride share Margaret Early's three phases or stages of reading growth. Present a rationale for using YA novels in the secondary English classroom based on Early's theory. (2 points)

OR

(b) Discuss the general nature of readability formulas, how they are derived, and some appropriate applications of them for the classroom teacher. (2 points)

ADMIT SLIPS

The Admit Slip is a short bit of writing that a student does "to be admitted to the class." It is no longer than half a page and is not signed. It is usually writing that is based on a homework reading assignment, but it might have a base other than reading. The teacher collects them at the classroom door, and reads some of them aloud, pausing to discuss interesting points, questions raised, etc. On the half page, students may write a summary, quote meaningful passages, make a personal connection to the text read, ask questions, explain something they understand, or ask about something they don't understand. The reading of the slips can be a good way to begin class discussion.

Examples based on reading "An Occurrence at Owl Creek Bridge":

I admit that I really did not understand while I was reading the story that Peyton was really dying and hallucinating images that he wished would come true. I thought that he actually fell into the water and found his way home to his wife and died there. I read the story twice more before I realized what the meaning was.

I admit I haven't read the story yet.

I was terribly surprised when I read the ending of the story. All Along I thought Peyton had really escaped, but then in the end he is hanged as originally planned. That was terribly strange, especially when you think that the whole story flashed in front of Peyton's mind in a matter of seconds.

I couldn't make any sense of the story. Was all that happened to him a dream?

Examples from a math class:

I'm having trouble finding the circumference of a circle and how do you get it?

I think our homework last night was the hardest thing in this chapter.

On page 288 there is a bottle that you are supposed to find the volume. I don't understand how to find the volume of it.

Is there a difference between finding the volume of a triangular prism and the volume of a square prism? If there is, what is it?

Comments students have made about Admit Slips:

- ** I like being able to ask a question without anyone knowing whose question it is.
- ** I enjoy hearing the comments of others who have read the same piece of literature,
- ** With the admit slips you can tell if we didn't understand something and you can help us.

ED 452: Methods of Teaching English
6PM - 9PM Mondays
105 Leonard
3 Credits

Dr. Lynne Alvine
434 Sutton; 357-2744 (O)
Emergencies 357-9116 (H)
10:30-12 M,W; 3:30-5 M,T

FOCUS AND PURPOSE

This course will focus on current theory and practice in the teaching of the subject English in American secondary schools. A variety of teaching models and strategies for organizing the literacy-learning classroom will be explored. In addition, prospective teachers of English enrolled in this course will learn to plan appropriate learning activities for their secondary school students, to assess their students' progress, and to reflect on their own teaching effectiveness.

COURSE OBJECTIVES

Students who are successful in this course will show growth in the following areas:

- 1] Knowledge of methods for developing students' competence in reading, writing, speaking, and listening using an integrated approach.
- 2] Awareness of valid reasons for presenting adolescent literature in the English classroom and methods of integrating young adult literature with more traditional works.
- 3] Understanding of the theory of response-based teaching and its applications in the secondary English classroom.
- 4] Awareness of whole language theory and its applications in planning for teaching.
- 5] Understanding of the central role of collaboration in the learning process and the appropriateness of a workshop method of teaching.
- 6] Awareness of the importance of integrating visual literacy, metacognition, and word processing in the English curriculum and knowledge of appropriate methods for doing so.
- 7] Knowledge of a variety of teaching models and an understanding of the importance of selecting teaching approaches appropriate to both the learners and contexts for learning.

REQUIRED TEXTS

Atwell, N. (1987). IN THE MIDDLE: WRITING, READING, AND LEARNING WITH ADOLESCENTS. Upper Montclair, NJ: Boynton/Cook Heinneman.

Christenbury, L. & Kelly, P. (1983). QUESTIONING: A PATH TO CRITICAL THINKING. Urbana, IL. NCTE.

Probst, R. (1988). RESPONSE AND ANALYSIS: TEACHING LITERATURE IN JUNIOR AND SENIOR HIGH SCHOOL. Portsmouth, NH: Boynton/Cook Heinneman.

Tchudi, S. & Mitchell, D. (1989). EXPLORATIONS IN THE TEACHING OF ENGLISH. New York: Harper and Row.

REQUIREMENTS

Readings

- 1] Sections from the above textbooks as assigned in advance. (See course schedule, p.4.)
- 2] Articles distributed in class or placed on reserve in the library and assigned prior to the discussion of the articles and/or related topics.
- 3] Self-selected articles on the teaching of English. 2 articles on canonical literature; 2 articles on adloescent literature; 2 articles on writing; 2 articles on language; and 2 other articles. (Do a response entry and be prepared to share something from each article with the class or with a reading partner.)

Response Journals

Each student will keep a loose-leaf response journal on each of the above types of assigned reading throughout the semester. The minimum expectation will be two entries per week. Each entry is to be dated and appropriately labeled. Some entries will receive peer response, but their primary purpose is to offer the student an opportunity to think in writing about the content of readings. Response journals will be collected twice during the semester. Students should mark the left margin of sections to which they want instructor's response.

ED 452 Syllabus, Cont.

Micro-teachings

All students will prepare three written lesson plans each of which will be for one day's activities in a secondary school classroom. The first will focus on a poem; the second will present some aspect of writing; and the third will be on language. Each student will teach a 15-minute segment from the day's lesson plan to the class. Prior to preparing the micro-teachings, each will engage in an instructor-assigned "generic" teaching task.

Unit Plans

Each student will prepare three unit plans. Although each unit should reflect an integration of speaking, listening, reading, and writing activities, it is suggested that the three units focus on literature, writing, and language, respectively.

Field Experiences

Each student will visit at least two area schools for the purpose of observing student-teacher interaction in "the real world." These visits may be prearranged by the instructor and/or arranged for by students themselves. We'll talk about how to set up such visits, when to go, and what to focus on in the observation. Students will share reactions to the visits with the class.

Class Log

For each class session, one student will engage in participant/observation, a data-gathering technique used by teacher/researchers. The participant/observer will make qualitative notes in the Class Log. A reading from Class Log entry for the previous session will be the initial activity for each session. The purpose of the Class Log is to afford us an opportunity to reflect on the progress we are making in our thinking about teaching and learning in this course.

Class Attendance and Participation

Regular attendance is expected. Because the success of this class depends of active participation by all students, I would like for you to let me know in advance if an absence is unavoidable. This course is designed to introduce prospective teachers to ways to involve students in class discussions. Students who do not participate fully should not expect to be successful in the class.

ED 452 Syllabus, Cont.

<u>Date/Topic</u>	<u>COURSE SCHEDULE</u> <u>Readings Due</u>	<u>Other</u>
1-28 Intro to course; Cain planning model; My history of teaching English.	None	Initial teaching task assigned.
2-4 Principles of literacy learning; history of English teaching.	T&M Ch. 1,2,3 Alvine on Heath	Initial teaching task.
2-11 Beginnings; planning for teaching; expectations.	T&M Ch. 4,5 Atwell Ch.1	Assign Micro-T 1 (R&J; Heath)
2-18 Teaching Literature; Response-based approaches	T&M Ch. 6&7 Probst Ch.1	Micro-T 1 (Poem)
2-25 Teaching Literature;	T&M Ch. 8 Probst Ch. 2,3	Writing Groups
3-4 Adolescent Literature [Unit Plan #1 Due to me before break.]	Probst Ch. 4,5 Atwell Ch. 2	Unit Plan #1 Due to Wtg. Gr.
3-18 Reading Workshop	Atwell Ch. 7,8,9	Share Unit Plan
3-25 Teaching Writing; Questioning	T&M Ch. 9,10 C&K All	Assign Micro-T 2; Assign Unit Plan on Writing
4-2 Writing Workshop	Atwell Ch. 3,4,5,6	Micro-T 2
4-8 Teaching Language	T&M Ch. 11, 12 Bushman	Unit Plan #2 Due to Wtg. Gp.
4-15 Visual Literacy; Drama; Mass Media	T&M Ch. 13,14 Probst Ch. 6	Unit Plan 2 Due Assign Unit Plan 3 Assign Micro-T 3
4-22 English Curriculum	T&M Ch. 15 Probst Ch. 7 Atwell Ch. 10	Micro-T #3
4-29 Evaluation/Testing Management	T&M Ch. 16 Probst Ch. 8	Unit Plan 3 Due to Wtg. Gp.
4-6 Theory; Issues; Problems; Networking	T&M Ch. 18 Probst Ch. 9; Alvine on Networking	Unit Plan 3 Due

EVALUATION

A point system will be used to determine course grades. The following break-down of points awarded reflects the relative weight of each requirement.

26 Response Journal Entries @ 2 pts. each =	52
3 Unit Plans @ 10 pts. each =	30
3 Micro-Teachings @ 4 pts. each =	12
3 Participant/Observation entries @ 1 pt. each =	3
3 Field Observation Reports @ 1 pt. each =	3
	100

Note that your reading and response to it are the heart of the course. Do not get behind. You are to be prepared with thoughts to share on each of the assigned readings when you come to class each week. Students must participate in discussions of the readings to receive full credit for their response entries.