

Syllabus for
LANG 470—Teaching English
3 Credit Hours
Fall 2018

I. COURSE DESCRIPTION

A course designed to prepare English, Foreign Modern Language, and ELTG majors with ideas and practical knowledge for the secondary level (middle and senior high school levels) English classroom. Focuses on methods of teaching literature, composition, grammar, and related subjects to current U.S. students of varied backgrounds. A short practicum of 10 hours is required.

II. COURSE GOALS

The purpose of this course is to prepare students to teach English/language arts/MFL at the middle and high school levels. To this end, students prepare lesson plans, study effective teaching methods, research appropriate educational theory, collect useful teaching materials, and discuss practical aspects of student teaching and job searches.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Discuss current issues in education, including issues in English/MFL education, the secondary classroom, and teacher expectations.
2. Employ creative and effective methods of teaching literature, composition, and grammar.
3. Adapt teaching practices and materials to students from various cultural backgrounds.
4. Write effective lesson plans and teaching units.
5. Employ a collection of useful teaching materials and ideas.
6. Observe and teach in secondary classroom setting.
7. Employ technology in teaching.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies:

- SC 2: Applies comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages;
- SC 3: Applies appropriate learning strategies for reading, writing, studying, and researching;
- SC 4: Communicates effectively in speaking and writing, using appropriate language conventions;
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print;
- SC 11: Understands the literary process (i.e., reading process and writing process), and provides effective instruction in literacy skills and strategies.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks: English

Brandvik, Mary Lou. *The English Teacher's Survival Guide: Ready-to-Use Techniques and Materials for Grades 7-12*. San Francisco: Jossey-Bass, 2002. ISBN 10-876282982

Jago, Carol. *Papers, Papers, Papers: An English Teacher's Survival Guide*. Portsmouth: Heinemann, 2005. ISBN 0-325-00828-0

Textbook: MFL

Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Cengage Learning, 2015. Print. World Languages. ISBN-13: 978-1305109704

Other Materials

File folders and container for file folders (for hardcopy files).

Flashdrive to save files electronically.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**
 - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
 - a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
 - b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon

- deadline.
- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- (3) Obtain information covered during an absence. All work must be completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
- 5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
- 6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
- 7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

- 1. Grading for the course is determined from the following:
 - a. attendance (very important)
 - b. preparation and presentation of lesson plans
 - c. participation in class activities
 - d. a file compiling classroom ideas and activities
 - e. assigned readings and assignments from the textbook
 - f. 10 hour observation and teaching practicum in a secondary-level English/MFL classroom, plus tutoring experience at secondary level.
 - g. Capstone Unit and Lesson-Planning assignment
- 2. Points are deducted for work turned in late. Students should not expect extra credit to help raise a grade.
- 3. The following scale is used for points accumulated:
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60%
- 4. The WPA assignment for this course is a unit and detailed lesson plan.

VI. COURSE CALENDAR

| Date | Topics and Assignments | Textbooks |
|-------------|---|---------------------------------------|
| August | Unit 1: Current Issues and the History of Teaching English/MFL <ul style="list-style-type: none"> • History of teaching English/MFL • Discipline and classroom management • Teaching philosophies • Time management | Brandvik (ch. 1-2) Jago (intro) |
| September | Unit 2: Methods in Teaching Composition/written MFL <ul style="list-style-type: none"> • How students learn • Issues and pitfalls in teaching composition/written MFL • Philosophies of teaching composition/written MFL • Lesson plans • Using technology to teach composition/written MFL • Activities for teaching composition/written MFL • Grading and feedback • Tutoring/Practicum | Brandvik (ch. 3, 4, 5) Jago |
| October | Unit 3: Methods in Teaching Literature (MFL will pull out for most of this unit to focus on Teaching Languages orally) <ul style="list-style-type: none"> • How students learn • Issues and pitfalls in teaching literature • Philosophies of teaching literature • Lesson plan • Using technology to teach literature • Activities for teaching literature • Grading and feedback • Tutoring/Practicum | Brandvik (ch. 6-7) Jago |
| November | Unit 4: Preparing for Student Teaching <ul style="list-style-type: none"> • The transition from student to teacher • Using lesson plans • Working with school administrators and staff • Avoiding teaching mistakes and misperceptions • Reflections on Practicum/Tutoring | Brandvik (ch. 1, 8, 9) |
| December | Unit 5: Finalizing Classroom Materials | |

Course Inventory for ORU's Student Learning Outcomes
ENG 470—Teaching English
Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
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|----------|---|---|--|---|--|
| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | | X | |
| 1B | Sensitivity to the Holy Spirit | | | X | |
| 1C | Evangelistic capability | | | X | |
| 1D | Ethical behavior | X | | | |

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|----------|--|---|---|--|--|
| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | X | | | |
| 2B | Information literacy | X | | | |
| 2C | Global & historical perspectives | | X | | |
| 2D | Aesthetic appreciation | X | | | |
| 2E | Intellectual creativity | X | | | |

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| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | | X |

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|----------|--|---|---|--|--|
| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | X | | | |
| 4B | Interpersonal skills | X | | | |
| 4C | Appreciation of cultural & linguistic differences | | X | | |
| 4D | Responsible citizenship | X | | | |
| 4E | Leadership capacity | X | | | |

(Revised 3/15/10)