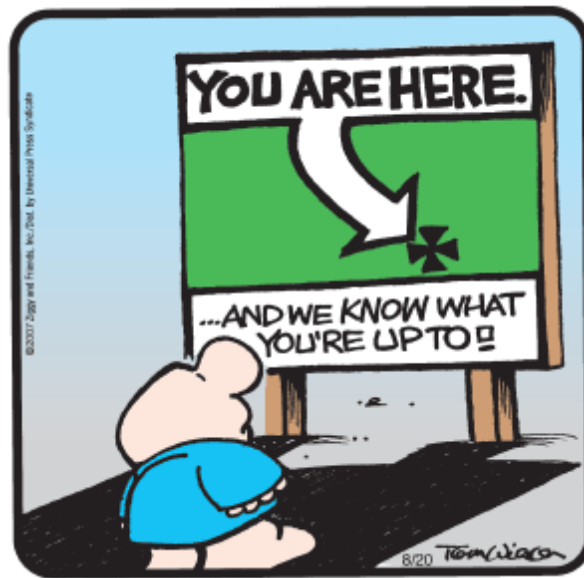


**Course Materials for  
English 394/594:  
Methods of Teaching  
Composition & Literature  
for Non-English Majors  
Spring 2021**



**Prepared by Dr. David Roloff  
University of Wisconsin-Stevens Point  
Stevens Point, WI 54481**

**Synchronous Online Classes**

**Mondays 5:00-7:30**

(Via weekly [Zoom Link](#))

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## Introduction

Welcome to English 394. For many of you it's your first (and usually only) giant leap as an undergraduate into teaching in the field of your minor: English/ESL. This course launches your career as a professional educator and will prepare you to teach composition and literature to a variety of learners at the middle and high school levels. Just as importantly, it will assist you in learning, practicing and developing ways in which you can engage your students in meaningful discussion and writing in any discipline; in this way, you'll be prepared to teach in the field of your major, your minor or both if called upon to do so (plenty of teachers are!). Ultimately, you should feel confident in whatever capacity you find yourself employed, and be an excellent resource to your future colleagues as to how students should engage with and compose texts in powerful and meaningful ways.

The following information includes the course calendar, outlines the major assignments, and contains extensive guidelines and checklists to lead you through the major assessment in English 394—the English/ESL Course Design Project.

My expectations for you are high: I want you to become the teacher you imagine yourself to be. I want you to have an understanding of composition and reader-response theories, but much more than that I want you to have the *practical skills* to be an effective teacher. You will work hard this semester, maybe harder than you ever have in other academic efforts. But the pay-off is the day you land that first job and stand in front of your first class—nervous, yes, but also excited and confident that you can do one of the most demanding and difficult jobs there are—teach, motivate, and inspire young people.

**E N G L I S H 394 / 594**  
**METHODS OF TEACHING COMPOSITION AND LITERATURE**  
**FOR NON-ENGLISH MAJORS**

**Synchronously Online via Zoom > [LINK](#)**

**Monday 5:00 – 7:30pm**



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**Office Hours: via Zoom > [LINK](#)**

Mondays, 3:30 – 4:30p.m.

Tuesdays/Thursdays, 9:00-10:00 a.m.

Otherwise by appointment, frequently, and

whenever you need support (generally 9-5) 😊

**\* Note on English Department Policy:** Students **may not** make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

**Course Goals** (Indicates *IntASC Model Teaching Standards* – see [page 35](#))

1. To actively question your assumptions regarding the teaching of reading and writing, the impact of these assumptions on your teaching practice, and how to proactively mitigate these assumptions and effectively teach and communicate in more open and unassuming ways. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. To have you gain confidence and competence in your own reading and writing abilities and be able to assist your students in developing these same confidences. (1, 2, 4, 5, 10)
3. To help you gain a clear understanding of the research and theories that guide reading and writing instruction so that you can consider them when planning instruction and develop a clear personal philosophy for use in your future classroom. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
4. To help you understand and integrate a variety of strategies and techniques which will help your students become better readers and writers. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
5. To have you appreciate writing as a means of self-expression and discovery as well as of communication and understand how to translate those values in your practice as a teacher. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
6. To have you develop ways of incorporating the teaching of grammar and usage into the writing process and to improve your own knowledge of grammar and usage. (1, 2, 3, 4, 5, 6, 7, 8)
7. To enhance your ability to design reading and writing curricula, courses, units, lesson plans and assessments and to simultaneously sharpen the ways in which you regularly and recursively reflect upon and improve these areas of your teaching practice. (1, 2, 3, 4, 5, 6, 7, 8, 10)
8. To improve your ability to teach by testing out, synthesizing and continually reflecting upon the effectiveness of varied teaching strategies and how you have implemented them in both real and preparatory classroom situations. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

## **Course Materials**

### 1. **Textbooks**

- Readings identified in the syllabus are from *Subject Matters, Second Edition: Exceeding Standards Through Powerful Content-Area Reading* (we'll abbreviate *SM*), *Content-Area Writing: Every Teacher's Guide* (abbrev. *C-AW*); both are the required textbook **rentals**.
  - Although rentals I strongly recommend that you **purchase these books** as a beginning to building a professional educator's library; you will use them repeatedly.
- The final book, *Notebook Know-How* (abbrev. *NK-H*) is a **purchase text**.
- In addition, we'll sometimes make use of Diana Hacker's *Rules for Writers* which you may still have from English 101/150/202. Knowing some of you may no longer have your copy of this text, portions will be distributed as handouts as is necessary; if you do not have your copy you do NOT need to purchase it simply for this course.

### 2. **Notebook**

- **Writer's Notebook** (style of your choosing – see physical/electronic options)

## **Course Assessments**

- **Writer's Notebook (10% = 5% mid-term and 5% end of semester)**
  - We will introduce the concept of a writer's notebook and the myriad benefits it holds for your classroom instruction. We'll use the writer's notebook for a number of purposes including checking your understanding of the readings and synthesizing those ideas, organizing thoughts before discussions, brainstorming and generating impromptu writings as well as for addressing more detailed assigned topics.
  - More importantly, your writer's notebook is your place, whether the topic be assigned or personal, to store, plant, grow and harvest "seed ideas" for writing, something mature professional writers do religiously. You can and should write ANYTHING in your writer's notebook (see rubric). You ALWAYS have the option of keeping writings private. You should be writing in your notebooks 15+ minutes per week **in addition to assigned topics**.
  - Notebooks should be electronically updated every two weeks; they will be assessed at the middle and end of the semester.
  - **While I would encourage you to use a physical WN** this adds an additional step when it comes time to submit your work this semester. Therefore you may choose to complete your WN assignments by selecting one of the following approaches:
    1. Handwrite entries in a physical notebook and upload clear images to the WN Assignment space in Canvas *every two weeks*
    2. **Or** If you have access to a device that allows you to write in "digital ink" you may post a **shareable link to that file** (*first week of semester*) **or upload the most recent version every two weeks** using the WN Assignment space in Canvas
    3. **Or** Create a **shareable Office 365/Google file** (*first week of semester*) and share the link in the WN Assignment space in Canvas at the beginning of the semester; in this way I'll be able to stay current with your weekly writing
  - **Note:** entries written in **red ink or with obvious indicators** will be considered "private" and I'll move right past them; use post-it notes to mark any handwritten pages private and I'll do the same.

- **Practicum Experience (Combined 12.5%)\***

\* All practicum components must be successfully completed to pass the course.

As a part of your coursework we'll make arrangements for you to complete the required 25 hours of practicum by observing and engaging in conversations with practicing English and/or ESL educators and by giving you additional opportunities to consider and apply these skills in the teaching of practice lessons. This semester you will meet this requirement by:

- Completing **(3) Virtual Visits** with practicing ELA/ESL educators and reflecting on these experiences **(6%)**
- Analyzing the practice of pre-service teachers through **(2) Student Teacher Lesson Reflections (2%)**
- Working with peers to complete the **Lesson Creation, Recording, and Reflection** activities **(3%)**
- Expressing what you have learned *either* in writing or through a video in the **Final Practicum Reflection (1.5%)**

- **Philosophy of English/ESL Education (7.5%)**

As an outgrowth of both the work you complete in the class as well as your observations in the classroom, you will refine what you believe about the art of **English/ESL** education. You will articulate these beliefs in a 2-4 page (double-spaced) paper; this paper will be revised throughout the semester and will be used in class to model the process approach to teaching writing. You will include the final version in your ECDP.

- **English/ESL Course Design Project – ECDP (65%)**

As preparation for teaching English/ESL you will **work with a partner/partners** to collaborate and create an 18-week course (an English/ESL-themed literature focus of your choosing) that carefully scaffolds learning and takes an integrated approach to reading and writing instruction. After working with your partner(s) to lay out the general framework of the course and create the opening **introductory unit** each partner will then become responsible for creating their *own four+ week focal unit*; continued collaboration to ensure a comprehensive, complete and cohesive course is critical throughout this process. Class time to first model and practice these skills, and then to prepare and collaborate with your partner(s) has been incorporated into our schedule to assist with this assessment.

- **ECDP Shared Components:** During the first half of the semester you will work with your partner(s) to create a proposal for your course and then generate goals, locate texts and develop beginning assessment options for the opening **introductory unit**. After creating a Canvas Discussion post which lists and annotates these resources (thus creating a helpful database of materials for *all* groups) you and your partner(s) will use them to collectively develop assessments, rubrics, checklists, and assessment and unit handouts; the materials from your **introductory unit** will be shared with and presented to the class. These opening skills will be reinforced as you collectively complete the early installments of the ECDP; later individual components help you demonstrate proficiency.
  - **Proposal & Update**
  - **Intro Unit Materials**–Texts & Resources [Discussion Post](#); Intro Unit Materials [Assignment](#)
  - **Installment #1** – ALL components
  - **Installment #2** – Outline of Course Units; Ongoing assessment handout(s) and rubric(s); Overall course evaluation plan (remaining completed individually)
  - **Installment #4** – Editing and compilation into a single combined document

- **ECDP Individual Components.** Having worked *together* extensively in the first half of the semester to propose a shared course, generate an introductory unit, consider the context, plan the collective goals you have for students (Installment #1) and outline the connective features of your course for an administrator (portions of I#2), you will move into the *individual* components of the course, namely the **four+ week focal unit** for which you are responsible. Though at this point you will have more individual control, it is still **essential that you work with your partner(s) to ensure that course goals are met and that the final course is cohesive.** You will continue to collaborate and complete ECDP “partner checks” throughout the semester.
  - **Installment #2** – A unit handout **for your focal unit** as well as handouts for *each* of **your unit’s** major summative and benchmark assessment(s) as well as the associated checklist and the accompanying rubrics; adding any new materials referenced to your shared Bibliography
  - **Installment #3** – ALL daily planning and associated materials
  - **Installment #4** – Revisions to your individual I#3 items
- **FINAL ECDP/Exam:** Due in May, your ECDP brings together your combined individual and collective work and presents it as a **single unified course**. It demonstrates your ability to develop integrated units in reading and writing, to take into account students and a specific context, to choose good materials and effective methods which result in authentic and purposeful student work, and to articulate how research and learning theories support your choices. Most importantly, it demonstrates that you are capable of completing this work through intensive and thoughtful collaboration with colleagues. *The above is a brief overview of this assessment; further details and checklists can be found beginning on page 15.*
  - **Regarding “Final exam” requirements:** *Successfully completing the ECDP and final reflections most definitely demonstrates your growing skills as an educator; nothing we would do during an exam period could come close. As such, we will consider your work complete once you have submitted all of the materials outlined above; we will not meet during the exam period.*
- **Professional Responsibility (5%)** I have high professional standard for all students, but especially for those who choose to teach (myself and my students). You will conduct yourselves in a professional manner in regard to your interactions with others, as well as your dedication to your studies, your regular attendance and participation in class activities (short formative assessments). If you must miss a class, please begin by checking [Canvas](#) after which you should contact me or another class member for any clarification. Missed work is due upon return. Excessive tardiness or absences may result in a lowering of your course grade **beyond this 5%.**

**Mathematical Breakdown of Grades**

Professional Responsibility .....	50 points
• Mid-Term.....	25 points
• End of Term.....	25 points
Philosophy of English/ESL Education .....	75 points
Writer's Notebook Weekly Writing and In-Class Responses .....	100 points
• Mid-Term.....	50 points
• End of Term.....	50 points
Practicum Experiences & Reflections: .....	125 points
• Virtual Visits (3) .....	60 points
• Student Teacher Lesson Reflections (2).....	20 points
• Lesson Creation, Recording, and Reflection (2) .....	30 points
• Final Practicum Reflection.....	30 points
English/ESL Course Design Project .....	650 points
• ECDP Intro Unit Work (50 Canvas Discussion Post / 50 Intro Unit Materials) ...	100
• ECDP Partner Components/Peer Assessment .....	200
• Individual ECDP Components .....	350

**Grading Scale**

93-100% A	87-89% B+	77-79% C+	66-69% D+
90 - 92% A-	83-86% B	73-76% C	60-65% D
	80-82% B-	70-72% C-	0-59% F



## English 394 / 594: Weekly Course Outline

Week & Date	Reading/Discussion/Activities	Due
<b>Prior to our first class</b>	<p>In preparation for our first on-line class, please complete the following prior to arriving. All items are found <b>in our Canvas Announcements stream</b>.</p> <p>A) <b>View:</b> Welcome Video (Course Goals and Assignment Overviews)</p> <p>B) <b>Discussion Post:</b> Intros to Others – A Virtual Hello</p> <p>C) <b>View, Read &amp; Write:</b> Writer’s Notebook – Intro Video (w/embedded assignments, uses P. Elbow’s “Freewriting” article) * <b>WN:</b> Use watersheds, odd lines/insights &amp; watersheds</p> <p>D) <b>View, Read, and Write:</b> The <u>E</u>nglish/<u>E</u>SL <u>C</u>ourse <u>D</u>esign <u>P</u>roject (ECDP) (Overview w/embedded <b>Individual Brainstorming Assignment for Wk1</b>)</p>	
1  Monday, 1/25  <b>Synchronous            Zoom Class            Meetings            Begin</b>  Use Zoom Link in Canvas (or <a href="#">HERE</a> ) to join	<p>A) Introductions</p> <p>B) Syllabus Redux: Rapid Review, Q&amp;A 1) Practicum Placements – Consideration &amp; Forms</p> <p>C) Working with Writer’s Notebooks 1) Recapping video strategies: watersheds, freewriting and odd lines &amp; insights 2) Sharing and continued practice * <b>Assignment:</b> Read <i>Notebook Know-How</i>: Chapter 1</p> <p>D) Reading Preview * <b>Assignment:</b> Read <i>Subject Matters</i>: Chapters 1-2 (feel free to <i>skim</i> pgs. 14-21; thoroughly read the rest)</p> <p>E) The <u>E</u>nglish/<u>E</u>SL <u>C</u>ourse <u>D</u>esign <u>P</u>roject (ECDP) 1) Assignment Recap 2) Course Development and Backwards Design Basics 3) Group formation and sharing 4) Assignment: <i>Individual</i> Unit Themes &amp; EQs Post</p>	<b>Due prior to our            January 25th class</b> - <b>Week 1 Videos</b> and embedded assignments (Welcome, WN & ECDP brainstorm) - <b>Discussion Post</b> Intro to Others
2  Monday, 2/1	<p>A) Discuss <i>NK-H</i> - Thoughts &amp; Application * <b>Assignment:</b> <i>NK-H</i> Chapter 2 <i>selected</i> &gt; Read pgs 9-15, pick three strategies from pgs 15-32, read 32-34</p> <p>B) Discuss <i>SM</i> 1-2 on Reading - What’s the problem and what do we do about it?</p> <p>C) The <u>E</u>nglish/<u>E</u>SL <u>C</u>ourse <u>D</u>esign <u>P</u>roject 1) Assignment Recap (see page 15)&amp; Proposal Requirements 2) Group Review of Unit Themes &amp; EQs Posts &gt; Decisions * <b>Assignment:</b> ECDP Proposal</p> <p>D) ELA and WIDA Standards Deep Dive – Overview * <b>Assignment:</b> Standards Jigsaw Responsibilities &amp; Post</p>	- <b>Discussion Post</b> Unit Themes & EQs - <i>NK-H</i> Chapter 1 (pgs 1-9) - <i>SM</i> Chapters 1-2 (pgs 1-43; skim 14-21)

Week & Date	Reading/Discussion/Activities	Due
3  Monday, 2/8	A) Discuss <i>NK-H</i> 1) Strategies Selected? Put them to the test! * <b>Assignment:</b> <i>NK-H</i> Chapters 3-4 selected > Pick three strategies from <i>each</i> chapter B) <i>SM</i> Chapters 3-4 Preview * <b>Assignment:</b> <i>SM</i> Chapters 3-4 C) Understanding the Standards > Official highlights 1) From Understanding to Personalizing: Creating Course Goals * <b>Assignment:</b> Course Goals – First Draft Post D) ECDP Proposals and Arranging Conferences * <b>Assignment:</b> ECDP Proposal Update due via e-mail by 5:00 on <b>Monday</b> , February 15 ( <i>if necessary</i> )	- <i>NK-H</i> Chapter 2 (selections – see week 2 details) - <b>ECDP Proposal</b> (via e-mail) - <b>Discussion Post</b> Standards Deep Dive Responsibilities  <b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly > <b>First upload or link due</b>
The proposal for your ECDP is due ( <i>see page 15 for details</i> ). You and your partner should arrange a conference about this proposal with David during the <i>upcoming</i> week.		
4  Monday, 2/15	A) Discuss <i>NK-H</i> 1) Strategies selected? Classroom applications? 2) A collection of perspectives... B) What should students be reading? A balanced (and connected) diet beyond textbooks! * <b>Assignment:</b> <i>SM</i> Chapter 5 <i>selected</i> > Read pgs 87-93, pick two <i>before</i> , two <i>during</i> , two <i>after</i> strategies from pgs 94-174 (use chart on 90-91 to identify) C) Course Goals Revisited & Revised – Just <i>what</i> exactly do you want students to learn? 1) Sharing, sharpening, and creation of course description D) Gathering Texts for Your Introductory Unit – Resource Post Requirements * <b>Assignment:</b> Intro Unit Resources Post	- <i>NK-H</i> Chapters 3-4 <i>Selected</i> - <i>SM</i> Chapters 3-4 (pgs. 45-85) - <b>Discussion Post</b> Course Goals 1 <sup>st</sup> Draft - ECDP Proposal Update <i>if necessary</i>  <b>Reminder:</b> Be working on practicum experience and assignments in WNs; we’ll be discussing them in week 6
5  Monday, 2/22	A) Got anything on engaging reading? Let’s look in your toolbox! 1) Strategies selected? Let’s practice, please! 2) Classroom possibilities? B) Seeking Seamlessness – How to apply backwards design principles in ways that bring themes, EQs, goals, and texts together to create meaningful assessments 1) Assessment Descriptors 2) Rubrics, Checklists & (at least <i>considering</i> ) the Daily 3) Assessment Handouts 4) Unit Handouts * <b>Assignment:</b> Completion of Intro Unit Materials > <b>Assignment Space upload in Canvas</b>	- <i>SM</i> Chapters 5 (selections) - <b>Discussion Post</b> Texts/Resources for Introductory Unit (considering <i>your</i> students; aligned to theme, EQ, and goals for intro unit)  <b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly > <b>Upload if needed</b>

Week & Date	Reading/Discussion/Activities	Due
6 Monday, 3/1	A) Short Presentations of ECDP Introductory Units 1) Individual, ECDP Group and Whole Class Reflection B) The ECDP Long Game – Review, Preview, and Installment #1 * <b>Assignment:</b> ECDP Installment #1 due <b>week 8</b> <i>(see page 23 for details)</i>	- <b>Assignment Space Upload</b> > Intro Unit Materials
7 Monday, 3/8	A) Let’s Talk Literature... Circle up! 1) The concepts of reader’s workshop and literature circles 2) Modeling... for you and your students 3) Literature Circle Discussion Groups Formed * <b>Assignment:</b> Literature Circle Reading and Roles B) ECDP Questions/ <b>Guided Work Time</b>  * <b>Reminder:</b> Writer’s Notebooks collected next week	- SM Chapter 8 (pgs. 221-239)+ Literature Circle Handout
8 Monday, 3/15	A) Literature Circles 1) Run them! 2) Feedback as a student? 3) Applications/Variations as an educator? B) Want students to learn? Be environmentally sound! 1) <b>In Class...</b> SM Chapters 7 + 11 C) Toward a philosophy of English Education a) Brainstorming D) From Ideals to Practical Application > ECDP Connections 1) Writing in the Content Areas – Previewing the work ahead * <b>Assignment:</b> <i>Skim</i> C-AW Chapters 5-6 + <b>View/Listen:</b> Public Writing – Product vs. Process <i>video</i> 2) Review Installment #2 * <b>Assignment:</b> ECDP Installment #2 due <b>week 11</b> <i>(see page 25 for details)</i>  * <b>Reminder:</b> Be working on your practicum experience and assignments for your writer’s notebook. We’ll be discussing them week 9.	- <b>ECDP Install. #1 via e-mail</b> - Lit. Circle Reading & Role Sheet - <b>Writer’s Notebooks scored this week</b> > Upload if needed  <b>Reminder:</b> You should be turning in <b>Evaluation #1</b> from your practicum experience soon if you haven’t already done so
9 Monday, 3/22	<h2>SPRING BREAK</h2> <p><b>Reminder:</b></p> <p>ECDP Installment #2 via e-mail week 11  <i>Whenever you begin the #2 Work you should plan to...</i></p> <p><b>View:</b> Rubric Reminders <i>video</i>  <b>View:</b> Centered on Student Learning – Handouts &amp; Checklist Reminders <i>video</i>  <b>Skim Reading, then View:</b> <i>Content-Area Writing</i> Chapters 5-6 + Public Writing – Product vs. Process <i>video</i></p>	

Week & Date	Reading/Discussion/Activities	Due
10 Monday, 3/29	A) Practicum Experiences Discussion B) The ins and outs of public writings... Be supportive! C) Philosophy of English Education 1) Assignment Recap 2) Looping 3) Drafting * <b>Assignment:</b> Philosophy of Education Draft 0 D) ECDP & Philosophy of Education - <b>Guided Work Time</b> * <b>Assignment:</b> <b>View</b> Introducing ECDP Installment #3 <i>video</i>	- <b>View:</b> Rubric Reminders + Handout & Checklist Reminders videos ( <i>if not already            completed</i> ) - <b>Skim Reading, then            View:</b> C-AW Chapters 5-6 + Public Writing video
11 Monday, 4/5	A) Philosophy of English Ed. – Writer’s Workshop 1) Creating mini-lesson focus and progression 2) Devoting class time to the process * <b>Assignment:</b> Philosophy of English Education - Draft 1 B) Down to the Daily > ECDP Focal Unit Key Considerations 1) Review Installment #3 * <b>Assignment:</b> ECDP Installment #3 due <b>week 14</b> ( <i>see page 27 for details</i> ) * <b>Assignment:</b> <b>Skim, then View</b> C-AW Chapter 8 + Creating Collaborative Writing Environment – Conferencing with Students and Peer Revision Groups <i>video</i> 2) Keeping <i>Learning, Not Activity</i> at the Center of Our Planning	- <b>ECDP Install. #2            via e-mail</b> - Philosophy of English Ed– Draft 0 - <b>View:</b> Introducing ECDP Installment #3 <i>video</i>  <b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly > <b>Upload or Update link</b>
12 Monday, 4/12	A) Structuring Writer’s Workshop 1) Considering Scaffolding & Structures > Additional Applications 2) Writing to Learn - Preview * <b>Assignment:</b> <b>Skim</b> C-AW Ch. 1-2, <b>Mine</b> C-AW Ch. 3-4, <b>then                View</b> Writing to Learn – Reasons for Regular Writing <i>video</i> B) Our Philosophy of English Ed. – Writer’s Workshop 1) Review, Peer Revision Group Protocols, Running PRGs 2) Plan for Revision * <b>Assignment:</b> Philosophy of English Ed. – Draft 2 (Final Revisions!) due <b>week 14</b> C) ECDP Quick Q&A - <b>Guided Work Time</b>	- Philosophy of English Ed.-Draft 1 - <b>Skim, then View</b> C-AW Chapter 8 + Creating Collaborative Writing Environments <i>video</i>

Week & Date	Reading/Discussion/Activities	Due
13 Monday, 4/19	<p>A) WTL... The things your students will tell you in writing!</p> <ol style="list-style-type: none"> <li>1) Discussion &amp; Examples</li> <li>2) Practice, practice, practice; model, model, model</li> </ol> <p>B) Opportunities for Inclusion &gt; ECDP Integration</p> <ol style="list-style-type: none"> <li>1) Expanding the I#3 Accordion</li> </ol> <p>* <b>Assignment:</b> <b>View</b> WTLs for All – Considering, Modifying, and Integrating Possibilities <i>video</i></p> <p>* <b>Assignment:</b> <b>Listen (or Read):</b> Working with Editing, Spelling, and Punctuation - <i>NK-H</i> Chapter 6</p>	<p>- <b>Skim</b> C-AW Ch. 1-2, <b>Mine</b> C-AW Ch. 3-4, <b>then View</b> Writing to Learn – Reasons for Regular Writing <i>video</i></p> <p><b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly &gt; Upload if needed</p>
14 Monday, 4/26	<p>A) Philosophy of English Ed. – Writer’s Workshop</p> <ol style="list-style-type: none"> <li>1) Editing and Grammar Mini-lesson(s) &amp; Application</li> </ol> <p>* <b>Assignment:</b> Philosophy of English Ed. – FINAL</p> <p>B) Final WTL Practice – Making it Meta</p> <p>C) Assessing Writing – Preview</p> <p>* <b>Assignment:</b> <b>Skim</b> “Response: Ways to Give Effective Feedback on Student Writing”</p> <p>* <b>Assignment:</b> <b>View</b> Managing and Learning from Feedback</p> <p>D) Attaining Alignment &gt; Bringing It All Together</p> <ol style="list-style-type: none"> <li>1) Review Installment #4</li> </ol> <p>* <b>Assignment:</b> ECDP Installment #4 due <b>week 16</b> (see <i>page 29</i> for details)</p> <p>* <b>Reminder:</b> Be working on your practicum experience and assignments for your writer’s notebook. They’re due <b>week 16</b>.</p>	<p>- <b>View</b> WTLs for All <i>Video</i></p> <p>- <b>Listen (or Read):</b> Working w/Editing, Spelling, &amp; Punctuation <i>NK-H</i> Chapter 6</p> <p>- <b>ECDP Install. #3 via e-mail</b></p> <p>- Philosophy of English Ed.-Draft 2</p>
15 Monday, 5/3	<p>A) Put your red pens down!</p> <ol style="list-style-type: none"> <li>1) Practice Assessing Student Writing</li> <li>2) A Return to Rubrics, Checklists, and Daily Practice</li> </ol> <p>B) ECDP Workshop – Final Q&amp;A and Collaboration</p> <p>* <b>Reminder:</b> Be working on your practicum experience and assignments for your writer’s notebook. They’re due <b>week 16</b>.</p>	<p>- <b>Skim</b> “Response: Ways to Give Effective Feedback...”</p> <p>- <b>View</b> Managing and Learning from Feedback <i>video</i></p> <p>- Philosophy of English Ed.-FINAL as <b>Canvas Assignment Upload</b></p> <p><b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly &gt; Upload if needed</p>

Week & Date	Reading/Discussion/Activities	Due
16 Monday, 5/10	A) Closing Reflection & Celebration B) Final “No Holds Barred” Q&A, Ideals, Expectations, & Reminders  The fourth and final draft of the ECDP is due. <i>(see page 29 for details)</i>	<ul style="list-style-type: none"> <li>- ECDP Install. #4 – E-mail &amp; Canvas Assignment Upload</li> <li>- E-mailed note on revision, process, and grades</li> <li>- Writer’s Notebooks with all completed Practicum Writings</li> </ul>
Finals Week 5/17	<p><b>Thursday, May 17-21</b></p> <p>Because of the enormity of the ECDP and the way in which it demonstrates your ability to meet the core competencies of this course, a final exam would be pointless; we will therefore <b>NOT MEET</b> DURING THE SCHEDULED EXAM TIME. <b>Be sure that you have completed any late/missing components by midnight on Sunday, 5/16/2021.</b></p>	

**English/ESL Course Design Project (ECDP)**  
**English 394 / 594**  
**David J. Roloff**

**ECDP PURPOSES**

The English/ESL Course Design Project is the major assessment for English 394. It demonstrates your basic understanding of the concepts, research, theory and strategies learned over the course of the semester and, more importantly, your ability to apply them to create meaningful instruction for students, a skill that is enhanced through close collaboration with your teaching colleagues. **It provides you with an opportunity to practice a set of essential skills which teachers use regularly.**

This assessment requires you to **work with a partner/partners** to plan a course, design unit handouts, assessments and rubrics for your students, and create detailed daily planning for a single focal unit. In this case, the class you envision needs to be composed of students you will possibly teach. Seeing as our course is composed of pre-service teachers being certified to teach either middle school English or English as a Second Language, hybrid/blended courses that teach English Language Arts while also having an embedded ESL educator and that include thoughtful modifications which support all students, but especially English Language Learners, are not only appropriate, but encouraged. Consider these possibilities as we select your partner(s).

The course which you and your partner(s) create should be student centered and response based. It should be realistic, something you would truly be able to teach when you complete your student teaching. You should **create thematic and topical units**, as these tend to hold student attention better, and they lend themselves to the inclusion of a wide variety of texts and writers. Use the texts, approaches, and activities which you find most promising in our discussions and readings, as well as in your work in classrooms as you complete this assessment.

**ECDP Proposal (Partners Activity)**

The proposal for your ECDP asks you and your partner(s) to look at the parameters of the assessment, mull over what you would like to do, do a little early research, and propose your plan. Your proposal must be typed and is due at the beginning of class on Monday, February 8<sup>th</sup>. In your proposal, please respond to the following questions and type a response **making use of the numbers as indicated** below:

- (1) Teaching takes place within varied geographic, social, and cultural contexts; before you begin outlining *what* you plan to teach it is therefore critically important to first consider *where* your course might be set, *who* it is you will be teaching, and *how their needs and interests* might be/should be at the center of everything else that follows. Therefore, begin by creating a general context (real or imagined) for your course.
  - ⌘ Where do you see your course being taught? How might you describe the community (generally) and the school? Is it a small rural community? A large urban center? What sorts of students do you see enrolled in your course? What social and cultural backgrounds do they come from (consider cultural groups, especially as it relates to ELL students in your course)? What ideas, concepts, or concerns might be important to this particular group of students that you should therefore consider as you begin filling in the broad outlines of your course?

(2) Your proposed course should last **one full semester** (18 weeks). Choose a course which you are **all** likely to teach (ELA and ESL), and the level most appropriate for your situations.

⌘ What course (English/ESL/hybrid) and level (a specific grade) do you propose? What is the overarching **theme** of the course (the central idea *each* future unit will tie back to)? What is the course's main purpose (what is it trying to help them learn/know/appreciate/understand in terms of content and skills)? How will this be interesting to your particular set of students (connect to your #1 response above)?

(3) A course is composed of a series of units. You will complete an **introductory unit** (minimum three weeks) together, and then will **each be responsible** for developing one **focal unit** (minimum four weeks) **in detail** individually. What happens in each unit is shaped by what has *already transpired* in previous units, both in terms of course content and skills; this means that you and your partner(s) should **collaborate closely** as you carefully plan for and scaffold the learning within each successive unit.

⌘ **NOTE:** First, simply realize that you're being given some flexibility here. The introductory unit must be at least *three* weeks and each of your individual focal units must be at least *four* weeks, but there are **18 weeks total** in the semester. This leaves you with some options as you discuss your plans with your partner(s). Consider the following options, what you might want to individually and collectively address in the course and in each unit, and how much time that might require in each instance. *And* know that these are tentative plans; I'll be open to you adjusting them as you get into the real work and decide what's best for your units and the course as whole.

- 3wk Introductory Unit + 4wk + 4wk + 4wk + 3wk Concluding Unit
- 3wk Introductory Unit + 5wk + 5wk + 5wk
- 4wk Introductory Unit + 5wk + 5wk + 4wk
- 4wk Introductory Unit + 4wk + 4wk + 4wk + 2wk Concluding Unit
- 6wk Introductory Unit + 4wk + 4wk + 4wk
- *So, there are lots of options based on plans/needs! Basic math **totaling 18 weeks** and divided however you and your partner(s) see fit.*
  - **FINAL NOTE:** Do realize that you will ultimately need unit and assessments handouts for **every** unit. If you decide to have a Concluding Unit of some sort discuss who/how this requirement will be completed.

⌘ Briefly sketch out the units you and your partners plan to include in your course. For **each unit** include: **1) how long** it will last; **2) its sub-theme** or topic (fitting under the overarching *course* theme – say a *unit* themed on human interaction with the environment in a class focused on the larger *course* theme of finding our place in the world) and **essential question** for students to consider; **3) the order** in which units will be taught; and **4) which partner(s)** will be responsible for each unit. Again, it is acceptable for these to be tentative plans at this point; changes down the road as your thinking becomes more and more focused are acceptable and encouraged! As a general guideline your outline should look something like the following:

- Introductory Unit: Theme \_\_\_ ( \_\_\_ Weeks) – Name all partners
- Unit #2: Theme \_\_\_ ( \_\_\_ Weeks) – Partner \_\_\_
- Unit #3: Theme \_\_\_ ( \_\_\_ Weeks) – Partner \_\_\_
- Unit #4: Theme \_\_\_ ( \_\_\_ Weeks) – Partner \_\_\_
- Etc. as necessary



(4) Now that you have decided which **individual unit** each partner will be responsible for when the time comes for more detailed planning, it's initially helpful to get a beginning sense of how you each see your focal unit unfolding. **As a general rule/requirement**, all units should **integrate both reading and writing** (as well as multiple intelligences) to help students achieve unit and course goals; **the** readings and assessments/projects in **your English/ESL/hybrid course, and thus in each unit**, should help your students make sense of and respond to the various texts of their lives. You will **each** ultimately need to meet the requirements from both the literature and composition checklists (see pages 31-32), so the combined and individual components of your units need to be able to stretch to do this.

⌘ Please each take some time to explain how you envision "your" focal unit. Please *label your response with your name* in the proposal.

- Again, which unit and theme will **you** focus on? What **essential question** will students consider?
- How will the unit be organized? What do you envision students doing over the course of the unit? Why does this approach interest you?
- What do you know at this point about the **readings, assessments, and writing components** you'd like to use in your focal unit?
- How will the ideas, readings and assessments in your focal unit either **lay the foundation** for and/or **build off of** the unit(s) that precede/follow it? How can you work with your partner(s) to ensure that concepts and skills flow smoothly from one unit to another and help students continually progress?

(5) When you consider the plan that is taking shape please explain why you and your partner(s) are interested in the particular approach you are proposing. How will it draw on your combined strengths and interests? How will it work well for students? How will it be realistic for the actual situation in which you are all likely to student teach or to teach?

(6) When you consider the plan taking shape what difficulties do you and your partner(s) anticipate in the work before you? What problems? What areas in need of research? Are there ways in which I can help? Do you see a clear plan for solving issues as they arise? How can you ensure that you will be able to effectively collaborate on this major assessment?

### **Update on ECDP Proposal**

After you and your partner(s) submit your initial proposal we will schedule a meeting to review your plan and discuss how to proceed. **If necessary**, you may be required to update/revise your proposal; in this way we will all know the target that we are aiming for moving forward. In addition, as you continue to collaborate and make modifications over the course of the semester you should be sure to discuss **first with your partners and then with me**, any MAJOR changes to the proposal seeing as it impacts the rest of the work in the ECDP. You may do this via e-mail or by making an appointment. If you and your partner(s) would like me to look at materials you have prepared in advance of installment deadlines you may submit those at any time. Ask for the sort of feedback which you will find most valuable to help you and your partner(s) move ahead in your shared work.

## DEADLINES AND CONFERENCES

**February 8:** ECDP proposal (via **e-mail**) due. Conference on your proposal over the next week.

**February 15:** Update on proposal due (via e-mail *if necessary*)

**February 22:** ECDP Texts & Resources **Discussion Post**

**March 1:** ECDP Intro Unit Materials (**Canvas Assignment Upload**) and Sharing

**March 15:** First installment due – **e-mail**. Turn in checklist for # 1 and Partner Check comments.

**April 5:** Second installment due – **e-mail**. Turn in checklist for # 2 and Partner Check comments.

**April 26:** Third installment due – **e-mail**. Turn in checklist for # 3 and Partner Check comments.

**May 10:** Final Copy of ECDP due – **e-mail** (with additional requirements) and **Canvas Assignment space** upload.

## ECDP PARTNER CHECKS

Throughout the ECDP process you will need to work closely with your partner(s) and will also serve as a “critical reviewer” of your shared and individual work. Shared components should be jointly written, reviewed and revised prior to submission; individual components should likewise be completed ahead of class deadlines so that your ECDP *partner(s)* have the opportunity to review your work and provide meaningful feedback and *you* have time to revise prior to officially compiling and submitting the installment to David.

As you submit **each installment** partners should complete and **provide proof** (a list of notes; a copy of the files containing feedback comments, etc.) of the following tasks. Be sure it is clear which partner has provided what feedback:

1. **First**, check work against the **checklist**; note what is complete and what is not yet complete.
2. **Second**, add evaluative comments/constructive **suggestions** for all work.
3. **Third**, make a note about **how much time** you have spent conferencing with your ECDP partner about your comments (you should spend at least an hour per installment in conference) and **what you generally talked about** during your meeting.
4. **Finally**, write a brief note about what you worked on (collectively or individually) **after your conference** and *prior to* submitting this installment to David.

# ECDP Introductory Unit Components

(Partner Activities)

## Texts & Resources Discussion Post

(DUE: February 22)

+

## Introductory Unit Materials + Sharing

(DUE: March 1)

Having already worked with your partner(s) to propose a course and consider shared requirements, we will take time in class for you to **introduce and practice the skills necessary to create materials for your introductory unit**; having practiced these skills together, you will be prepared to later individually apply them during your unique focal unit. Before you can fully create these materials, however, it's important to gather a diverse set of resources that will assist you in: **A)** helping students successfully meet the *course goals you have chosen* for this particular unit; and **B)** engaging students with the unit theme from multiple angles so that they can each answer the unit's *essential question*. Creating a post with the information required below helps you with these goals *and*, seeing as it will be publically available to the whole class, aids others in finding additional resources and/or helps them further consider how they might proceed now and into the future.

### ***What Goes in the Post?***

First, include a response to the **Group Work** prompts below and include the specifics listed. Next, move on to finding the required resources and creating the **Texts & Resources Post** *using the provided sections and letters*. Post this **combined document** (Group Work prompt response and Texts & Resources) to our **Canvas Discussion** space; uploading as a .pdf or .doc is preferred.

### **Group Work Prompts**

- A) What sub-theme have you chosen for your introductory unit (likely the same sub-theme you originally outlined in your proposal; just include so other groups know)? What is the unit's essential question? How many weeks have you allotted for this unit?
- B) The most important part in planning a course, and thus a unit, is having **clear unit goals**. While you and your partner(s) will later create a *progression* of goals for the entire course, here you should simply create a list of three to four major goals for this **introductory unit**.
  1. These goals should express both your **academic and philosophical** aspirations for your students and explain what you want students to *learn and be able to do* as a result of your instruction in *this* unit. You have already developed and sharpened your goals for the entire course; here simply pick **three to four total goals** for your introductory unit.
  2. **ALSO for each**, add a quick bulleted list of those sub-skills (subsumed in each of your goals) that you will address in *this* unit.
    - *For example*, if one of the goals chosen for this unit was related to CCSS W.7.2 (informative writing/organization within writing) you might decide that in *this opening unit* that meant teaching the following sub-skills: effective intro paragraphs; thesis statements; topic sentences; transitional phrases; concluding paragraphs

- As general reminders:
  - Goals should use **both** your own words **and** language from the **Wisconsin Standards for English Language Arts**; those with hybrid classes should also consider the WIDA English Language Development Standards as goals are worded.
  - Identify relevant standards in parentheses.
    - i. *For example:* **(L.8.1)** at the end of your sentence aligned with Language, grade 8, standard 1, **(W.7.2)** for Writing, grade 7, standard 2, or **(ELD 9-10.2)** for English Language Development, grade 9-10, standard 2.

C) How did you and your partner(s) divide up the work? Comment on how the group process went: what worked well? How might you improve the process as you continue to collaborate on future parts of your ECDP?

**ALL** ADDITIONAL MATERIALS BELOW SHOULD HELP YOU PREPARE A UNIT THAT ASSISTS STUDENTS IN MEETING THE ACADEMIC AND PHILOSOPHICAL GOALS YOU HAVE **JUST ESTABLISHED ABOVE.**

Additionally, be sure that you are thinking about the **particular educational context and set of students you outlined in your proposal** as you collect resources; be sure to consider their needs, texts which both reaffirm their lived experience and stretch their thinking, and that meet them at current levels of learning even as they reach for higher levels of attainment.

### **Texts & Resources Post**

**LITERARY SOURCES** (matched to your course, here addressing the sub-theme of the introductory unit)

\*\*You are reminded that, with the exception of the poems, only the **annotations** for sources need to appear in the write-up/ [Canvas Discussion](#) posting. **However, you will want to have access to these materials in the future, so be sure to save copies and links for your future work.**

- A) First, provide **four poems, full text**, centered on your unit theme. Poems must have some range: some more difficult, some easier; some by men, some by women; some by people of different ethnicities; focus on different concerns. For each one, include the author, title, and MLA source citation. Also include *a comment for each explaining why you chose the poem for your students.*
- B) Next, **include annotations for two short stories** which would work for your chosen opening unit theme and which you and your partner(s) would enjoy teaching in your English classes. As above, be sure you have a range of gender, ethnicity, topic, and level of challenge. For each story, include publication and location information. Also include two or three sentences *summarizing* each story, add two sentences of *evaluation* and close with a short comment on why you *chose the story* and would want to teach it.
- C) Third, **include annotations for two novels** in which your unit theme is a dominant part of the novel's plot. As above, be sure you have a range of gender, ethnicity, topic, and level of challenge. For each novel, include all the publication and location information. Also include four to five sentences of *summary* for each novel, add three to four sentences of *evaluation* and close with a short comment on why you *chose the novel* and would want to teach it.

- D) Then, **include two annotations for “print” genres not yet covered (plays, myths, articles)**. Include only pieces which you would enjoy teaching in your English/ESL classes. As above, be sure you have a range of gender, ethnicity, topic, and level of challenge. For each piece, include all the publication and location information, a sentence or two of *summary*, a short *evaluation* and a comment as to why you *chose the piece* and would want to teach it.
- E) Finally, **include two annotations for multimodal texts (songs, oral histories, TED Talks or other videos, paintings/artwork)** that could support the theme and goals of your introductory unit. Again, consider the importance of diversity within these texts. For each piece, include publication and location information, a sentence or two of *summary*, a short *evaluation*, and a comment as to why you *chose the piece* and would want to teach it.

### **ASSESSMENT POSSIBILITIES**

- F) ***Aimed at assessing the most relevant unit learning goals (or a sub-set of those goals)***, create a benchmark assessment that combines literature and discussion. Compose two short paragraphs (3-4 sentences each) outlining these ideas and written *for students* (student audience). In the first paragraph simply describe the *general outlines of the assessment* and what students would do/the work they would complete; in the second paragraph explain how this work helps you assess one or more of your *specific* learning goals.
- G) ***Aimed at assessing the most relevant unit learning goals (or a sub-set of those goals)***, create a benchmark assessment that requires more formalized writing; the writing may be reflective, formal, or creative in nature. Compose two short paragraphs (3-4 sentences each) outlining these ideas and written *for students* (student audience). In the first paragraph simply describe the *general outlines of the assessment* and what students would do/the work they would complete; in the second paragraph explain how this work helps you assess one or more of your *specific* learning goals.
- H) ***Aimed at assessing the most relevant unit learning goals (or a sub-set of those goals)***, create a benchmark assessment that takes a *multimodal approach* to assessment, combining *some writing* and *some additional multiple-intelligences* component (e.g. they could create a scrapbook and type short descriptions of each image; they could “modernize” the language in a scene and then act it out in a short video). Compose two short paragraphs (3-4 sentences each) outlining these ideas and written *for students* (student audience). In the first paragraph simply describe the *general outlines of the assessment* and what students would do/the work they would complete; in the second paragraph explain how this work helps you assess one or more of your *specific* learning goals.
- I) Finally, **pick one** of your assessments above (identify) and then make a *bulleted list* of **2-3 researchers and/or theories** that could be used to justify the approach you have taken to this work; rely on your past SOE coursework as well as the graphic organizer linked in our [Canvas Announcement](#). **Concretely** connect the research/theory to the assessment; *for each researcher/theory* write a brief (3-4 sentences) explanation making this connection clear.
- a. **E.G.** If you include an activity in which students were required to create a storyboard outlining the major plot elements of a short story you might note that Daniels, Zelman and Steineke (2007) describe such an activity and that they (and others!) note that requiring students to express their learning in a different modality helps them better notice and understand key aspects of their learning. You might also reference Gardner (2006) and his theory of multiple intelligences, noting that such an activity will build on the linguistic intelligences inherent in an English/ESL classroom while at the same time addressing the needs of visually/spatially intelligent learners and encouraging all students to develop these skills.

## Introductory Unit Materials

(begun in class on February 22<sup>nd</sup>; completed, uploaded, and shared March 1<sup>st</sup>)

During our time in class and over the next week you are expected to work with your partner(s) and polish the materials for your introductory unit. This shared unit lays the groundwork for both the partner and individual components that will follow in future installments. You will also **share** this work with the class so that we can collectively review these skills help everyone master them.

Work with your partner(s) to create and be prepared to informally present (week 7):

\_\_\_\_\_ A student-centered **rubric** for **one** major benchmark assessment. Categories on the rubric should be **aligned** with relevant WI Standards for ELA/WIDA and the goals you have chosen for your opening unit.

\_\_\_\_\_ A student-centered **checklist** for **the above** assessment. Consider the major steps students would need to take and how these steps can (should!) **closely align** with the major goals and skills required in the rubric. Consider how the checklist can **reinforce the process** students will move through (e.g. all *brainstorming* steps grouped together) to successfully internalize this learning and how you can strategically use “check off” vs. “fill in” steps as they complete the work.

\_\_\_\_\_ A student-centered **assessment handout** for **the above** assessment. Distributed when students are fully introduced to the assessment, this handout should **1) (explain why)** situate the assessment in the learning of the unit and create some *interest* in the work ahead; **2) (explain what)** explicitly list and clarify the connection to *relevant course goals*; **3) (explain how)** in a more narrative form, but in organized and accessible language, explain the major steps students will take (aligned with major aspects of the checklist) and provide necessary terms, definitions, examples/models, etc. helpful in understanding and completing the work.

\_\_\_\_\_ A student-centered **unit handout for students** which: **1) (explain why)** overviews your introductory unit, building interest in the unit theme and the essential question, and helping students see why these ideas matter to them *personally*; **2) (explain what)** explicitly lists all unit goals and hints at their connection to the major assessments; and **3) (explain how)** contains brief descriptions for each of the major assessments, including point values, so students generally understand the benchmark and summative work ahead of them.

\_\_\_\_\_ Upload a copy of these Introductory Unit Materials to the Canvas Assignment Space by the beginning of class on March 1<sup>st</sup>.

\_\_\_\_\_ Be prepared to give us a 5-10 minute run-through of your unit at the beginning of class on March 1<sup>st</sup>.

## Installment # 1

(ALL Partner Components)

### – Single Electronic File\* –

\* While it may seem “convenient” to work in a shared Google Doc for your ECDP process, past students have *strongly urged me* to suggest that you instead **use MS Word** as you *start* this work. As past groups have moved into the final compilation of the ECDP, started to bring together work from various programs, started to get concerned with the *look* of the work and not just the content, they’ve experienced **lots of Google problems**, especially given the **magnitude and complexity of this project**. These problems add **unnecessary stress** when you are already faced with the pressures of completing this work. Please consider heeding their advice to save yourself future time/headaches; use share and individual **MS Word** files instead of Google Docs.

MS Word is a *free download* through UWSP’s IT Services.

It is important to have your school, students and situation in mind as you make teaching decisions, thus for Installment # 1 **you and your partner(s)** will set up the overall course context and design; you will also select readings for your students based on your course *and* this context. This installment helps establish a clear framework for all of the work that lies ahead. You should focus on **an administrator as your audience for the pieces in this entire installment**. Much of this work builds off of your earlier ECDP Proposal and work we have begun in class; tidy and sharpen those ideas as you bring them together in this installment.

\_\_\_\_\_ **Population Description (3 brief paragraphs):** Compose a clear, detailed description of: **1)** the student population at the *school* (grade levels, demographics, SES and minority populations); **2)** other relevant information regarding the school itself (building set-up, room and school access to technology, etc.); and **3)** how this information comes together in your individual classroom (number of students with gender, ethnic and SES breakdowns, technology/resources available to you and students, etc.). Choose an actual school as a starting point or make up your own information for an imagined school.

\_\_\_\_\_ **Course Title, with a themed focus** (e.g. English 8: Relationships and How They Work; Composition and Literature for English Language Learners – Grade 7; Integrated English 9: Just Like Us – The Life and Literature of Diverse Americans).

\_\_\_\_\_ **Course Description (1-2 paragraphs):** A brief summary of the course format, content, and purpose. Help **an administrator** have a beginning understanding of what your course is about.

\_\_\_\_\_ **Complete Course Goals and Charting/Outlining:** Work with your partner(s) to create a **chart or list** identifying **10-15 major goals** you have for the **entire** course; be sure to include those goals already used in your **opening unit**. As you create your chart or list keep the following in mind:

1. **Be sure to include** reading, writing, speaking/listening and language goals as you establish the overall academic learning goals for your course.
2. Your chart/list should **clearly match each goal to the units** in which they will be addressed.
  - Goals should be repeated in multiple units as students are **introduced** to these skills, as skills are **reinforced** in future units, and as students ultimately demonstrate **proficiency**. Create a chart/list that notes goals, units and this scaffolding of relevant skills.
3. As general reminders:
  - Goals should use **both** your own words **and** language from the **Wisconsin Standards for English Language Arts**; those with hybrid classes should also consider the WIDA English Language Development Standards as goals are worded.
  - Identify relevant standards in parentheses.

- *For example:* **(L.8.1)** at the end of your sentence aligned with Language, grade 8, standard 1, **(W.7.2)** for Writing, grade 7, standard 2, or **(ELD 9-10.2)** for English Language Development, grade 9-10, standard 2.

\_\_\_\_\_ **Texts/Readings:** *Thinking of the community, school and students outlined earlier in this installment*, generate a **complete** list of books, short stories, poems, on-line videos, podcasts, non-fiction texts, etc. that you will use in the **entire course**. Include choice books for literature circles and reader's workshop, etc. Also, be sure that selections are appropriate for your students; using a resource such as [www.commonsemmedia.org](http://www.commonsemmedia.org) (among others) might be useful.

\_\_\_\_\_ **Organize:** Please arrange materials by unit

\_\_\_\_\_ **Justify:** For each unit, **list** texts and then **write a brief paragraph** explaining your selections.

- Start with a short (2-3 sentence) summary.
- Compose a few sentences explaining how each text/group of texts **help you** accomplish your unit/course goals.
- End with a few sentences describing how each particular text/group of texts **help students** learn and connect with the ideas in the reading/unit (Varied reading level? Diversity of topics that will interest certain students? Diversity of authors to show varied contributions? Texts to help students with special learning needs? ).

\_\_\_\_\_ **Bibliography** updated to this point. Include MLA citation for all texts listed above.

- Use Purdue's [On-Line Writing Lab](#) as a resource for proper MLA citation
- **\*\* OPTIONAL \*\*** List of sources for methods, lesson plans, graphics, rubrics, and so on, including print sources, web sources, and informal sources (classes, teachers, peers). As you're looking for texts, if you run into a great lesson, keep track of it; you'll want it for future installments.

\_\_\_\_\_ **ECDP Partners Check** (see page 18).

\_\_\_\_\_ This checklist for Installment # 1.



## Installment # 2

(SPLIT Partner / Individual Components)

– Single Electronic File –

In Installment # 2 **you and your partner(s)** will: **1)** add more specific details to your unit outline; **2)** work together to create handouts and rubrics for any *ongoing* assessments; and **3)** create an overall course evaluation plan (mathematical breakdown of each/all assessments).

Additionally, you will work **individually** to create the unit handout for students **for your focal unit\*** as well as handouts for **each** of **your unit's** major summative and benchmark assessments *and* the accompanying checklists and rubrics. You will also be responsible for adding any new materials referenced to your combined Bibliography.

**\* NOTE #1:** While unit requirements are listed/should be arranged in the order in which *students* will experience them (unit handout > assessment handout > checklist > rubric) you will recall that **for your working process** it is **best to use a backwards design approach** so that you are first clear on what you expect students to learn (expressed in the rubric) after which you can better explain the process, requirements, and their place in the unit as a whole.

**\* NOTE #2:** *If* you have chosen to include an **additional/concluding unit** in your plans the individual(s) responsible for this work should also submit the unit, assessment, checklists, and rubric handouts.

**The audience for this installment varies;** it is *administrative* in the *outline* portion, but **handouts** should be designed and written for direct distribution to students.

\_\_\_\_\_ **Outline of Course Units (Partner):** *Building off of your proposal/updated thinking*, work with your partner(s) to update your outline so that it more completely introduces your course to an **administrator**. Briefly overview each unit in your ECDP (including introductory unit) **and** use the overview to help reveal the thinking behind the choices you have made; **explicitly describing the scaffolding/connections** between units is a critical (and impressive!) step.

For each unit in your outline identify the **number of weeks** each is expected to take as well as the **essential question**; follow this with a brief description (one or two short paragraphs) of the **purposes** (your academic reading/writing goals *and* philosophical goals) of each unit **and** your **reasoning/** thinking behind and **scaffolding** between successive units. Please also include a brief (can be bulleted) **list of the major assessments**, and the **texts** (readings, video, art, etc.) you plan to use per unit. Many students have found it helpful to use the following format, though this arrangement is not required:

- **Unit Title:** Title (\_\_\_ weeks)
- **Essential Question:** a question related to the unit's theme which students will be able to individually answer at the conclusion of the unit.
  - E.G. - Does someone have to be a "good person" to be considered heroic?
- **Unit Description:** short paragraph(s) of detail **and** thinking/scaffolding
  - E.G. - Seeing as choice is an important part of interesting students in writing the first unit will integrate a writer's notebook, teaching them various ways to gather information; these activities assist students with brainstorming and pre-writing activities in future units.
  - Introduce initial **scaffolding**, note in middle and show how learning culminates as class ends.
- **Major Assessment(s):** a simple list, *maybe* a single sentence description
- **Key Texts:** a simplified list of 3-5 central pieces (not the same as #1 *complete* list)

Continued >>>

\_\_\_\_\_ **Ongoing assessment handout(s) and rubric(s) (Partner)**. Work with your partner(s) to create one **student**-centered handout and rubric for each ongoing assessment in your course. Writer's notebooks, extended portfolios, etc. fall into this category.

**Labels:** Be sure that the author of each of the following individual components is clearly identified. Simply adding your name below the document title will suffice.

\_\_\_\_\_ **Unit Handouts for Students (Individual)**: Create a unit handout for **your focal unit**, overviewing it for your **students**. Using student-friendly language, you should create a handout that introduces students to the general theme and ideas of the unit, outlines unit goals/what you're hoping to accomplish, includes short introductions to each major summative and benchmark assessment used in the unit and how (in very general terms using the major criteria used to assess as they'd later appear on rubrics) each will be graded, etc. (see ECDP Workshop models)

- **Reminder: You must assess the reading in each unit and also have an assessment where writing plays a major role.** Keep this in mind as you create the short descriptions here and as you develop assessment expectations in the handouts described below.
- As you create unit handouts and the assessment handouts and rubrics that follow, continue to frequently refer back to your **goals/charting from I#1 with your partner(s)**. It's important that you **continue to collaborate** so that you create a **cohesive course** as goals, skills, and assessments build.

\_\_\_\_\_ **Assessment Handouts, Checklists, and Rubrics for your focal unit (Individual)**: Create an **assessment handout, a checklist, and rubric** for **each major summative and benchmark assessment** in your unit. As you explain assessments, processes, and evaluation criteria/expectations to your students be sure to incorporate language and formatting which: **1)** generally *overviews* the assessment; **2)** helps students *understand why* you have chosen this assessment/what it helps them learn; **3)** uses language which *ties to the goals* of the unit and the descriptors on rubrics (being sure handouts/rubrics **align** is key); **4)** clearly outlines the *steps in the process*; and **5)** explains clearly what evidence of successfully meeting the associated learning goals looks like at each performance level.

\_\_\_\_\_ **Overall course evaluation plan (Partner)**: Work with your partner(s) to create a **mathematical** breakdown of the major summative and benchmark assessments, tests (if any) and other short/extended assignments (sometimes just noting "Formative Assessments" is enough here), and how much each is worth in determining the final **semester grade** for the course (see how I've done this on **page 7** of our syllabus). Students have often found it useful to simply *list each unit, followed by the assessment and the associated point value*. Discussing this information with your partner helps you ensure that the number of points assigned to each assessment is **consistent/proportionate** throughout the class (vs. each of you having a paper of the same length but of vastly different points). It also is meant to help you consider if you've thought about the amount of work each assessment takes and if that's evident in the way in which you've distributed the points throughout the semester.

- Be sure to include points for your **Introductory Unit** and any potential Concluding Unit.

\_\_\_\_\_ **Bibliography** updated to this point

\_\_\_\_\_ **ECDP Partner Check** (see page **18**).

\_\_\_\_\_ **Checklist** for I# 2

**Installment # 3**  
 (ALL **Individual** Components)  
 – each partner may send separate electronic files –

In Installment # 3 you will individually develop the detailed planning for your **focal unit**; the unit must (should already) include instruction on **both** reading and writing.

- You will first create a **student calendar** outlining major activities and readings as well as a separate **basic outline** for the entire unit noting daily learning objectives and slightly expanded explanations of learning activities that help meet these objectives.
- You will then also create a complete and **thorough daily lesson outline for 10 of these days**; you will have choice in selecting these days, though your selections must demonstrate your ability to successfully teach lessons in the key areas listed. The outlined plans for these days should be **extremely detailed so that a substitute** teacher who majored in, say, physics, could easily follow the plan and effectively teach for a 50-minute period; this means that you will need to create all prompts, questions on readings, steps in activities and work with models, etc. as well as generate any additional instructional materials necessary to teach these ten lessons. *Use the general templates provided* as a beginning guide for how to effectively organize this planning.

\_\_\_\_\_ A **unit calendar for students** which generally lays out the schedule for *readings*, all major *assessments* and relevant *due dates*.

\_\_\_\_\_ **Daily outline of learning objectives and basic learning activities** (consider template arrangement) for the entire unit. For each 50-minute class include:

\_\_\_\_\_ A brief **title** for each day's lesson, and also the **one to three learning objectives** for the day. Please remember that learning objectives are measurable; they should **identify the learning** that students will walk away with after this specific period, not simply note/list *activities* they will engage in.

\_\_\_\_\_ A **basic outline** of procedures noting major activities with brief details (e.g. WN Prompt: *actual prompt*; Chapter 2 Speed Dating Discussion: *2-3 sentences describing how this sort of activity works*). While concise, the ways in which these *basic* descriptions connect to the *learning* of the daily objectives should be clear.

\_\_\_\_\_ **Thorough daily lesson outlines & associated support materials for 10 selected days** within the unit. As you complete the more thorough planning for these days please ensure that you select days which meet the following requirements:

- The **first day** of the unit: build interest, draw students into the learning, and help them understand the major learning goals and work of the unit in engaging ways.
- At least **three days where discussion of literature or work with key readings** is a *major* component of the learning activities: be sure that objectives and activities are tied to reading, literature, speaking listening and/or language goals, that they help students understand and/or apply relevant *literary terms*, and that questions and activities include specific textual references.
- At least **three days where the writing process** is a *major* component of the learning activities: be sure that objectives and activities are tied to writing and/or language goals, that they help students understand and/or apply relevant *terminology* and its application

to the work they are doing, and that they present them with models and opportunities to apply this learning to their writing. Lessons *may* include writing associated with the major benchmark assessment(s) of the unit if so desired.

- At least **three days connected to instruction supporting a *single* benchmark assessment**: days selected may vary by learning focus, but should clearly demonstrate how you will effectively teach the skills/help students apply the skills necessary to effectively meet the criteria outlined on the rubric (and noted on the checklist).

Returning to your *daily outlining*, expand on these select days, being sure to *also* include:

- \_\_\_\_\_ The aforementioned **title** and *clearly aligned one to three learning objectives*
- \_\_\_\_\_ A **very detailed** list of procedures, including such things as class openers or journal prompts, specific details for approaches/activities used to frame discussions or to guide small group work, **specific questions relevant to the reading(s) for the day** that you would be sure to ask with *answers* and/or **key bits of textual evidence** you would want to be sure students discussed, and thorough explanations/steps for all activities (in enough detail that a physics sub would effectively teach the lesson).
  - *Please “time stamp” each portion of the class, as in: Discussion (20 minutes)*
  - *See the **example ECDPs in the Canvas Module and other course work** for assistance and the level of detail expected in this installment*
- \_\_\_\_\_ Assessment, whether it be formative, benchmark, or summative, that helps you **explicitly assess the daily learning objectives** for the lesson.
- \_\_\_\_\_ **Opening and closing bookending**, brief statements or notes that help students understand what they *have done recently and/or are about to do* in the lesson ahead, and what they *have learned in the lesson and how they will use it in the near future* as the lesson concludes. These connections help students see the *what* and the *why* of your planning and understand the purpose of and connections between the work you are doing.
- \_\_\_\_\_ A **brief note** on additional, purposeful activity, in case you have unexpected time at the end of class. If your lesson above does not take the entire 50 minutes as expected, what will you have them do to make productive use of the remaining time?
- \_\_\_\_\_ **All handouts and rubrics** for *your focal* unit from Installment #2 (**updated** unit handout, assessment handouts and rubrics so your revised plan is clear) *as well as* handouts needed for any in-class activities, peer response worksheets, literature circle role sheets, etc. used **during the 10 detailed lesson days**. Please also include copies of readings that are **easily accessible**; there’s no need to scan pages and pages for this installment, **but** if it’s easy to include a .pdf in your e-mail or copy and paste an article into your planning immediately after the day on which it is used then you should do so.
- \_\_\_\_\_ **Bibliography** updated to this point.
- \_\_\_\_\_ **ECDP Partner Check** (see page 18).
  - Note:** It would be wise for you and your partner(s) to review the checklists for the writing and literature components on **pages 31-32** if you have not yet done so.
- \_\_\_\_\_ **Checklist** for Installment # 3.

**]Installment # 4**  
 (SPLIT **Partner** / **Individual** Components)  
 – Single Electronic File –

Much of Installment #4 involves the revision and final alignment of past work. **You and your partner(s)** will work to collectively revise the Partner Components from the previous installments; you will also **individually revise** materials and lessons associated with **your focal unit**.

\_\_\_\_\_ **Revision of ECDP Installments # 1 through # 3 (Partner/Individual Components)**

- Ensure that you and your partner(s) have created a cohesive and clearly-aligned course as you complete these final revisions

\_\_\_\_\_ Professional cover page with your names, “English **OR** ESL Course Design Project”, and the date, all professionally displayed

\_\_\_\_\_ Project Reflection: As a **group**, compose a short paragraph acknowledging the collaborative nature and shared work of the project (clear explanation for anyone reading your work), **and** then **individually compose a short reflection** on how this process worked for you and your partner(s), reflecting on what you have learned through this process.

\_\_\_\_\_ (Optional) Acknowledgements paragraph(s). Paragraph(s) of acknowledgements for people who have helped you accomplish the work represented by this assessment.

\_\_\_\_\_ Single-document copy of your finished ECDP in one file (Word or PDF) **e-mailed to David** (with other requirements – see below) **and submitted to the Canvas Assignment space** following the order specified below:

- a. Cover
- b. Project Reflection
  - i. Collaboration - group
  - ii. Reflection on Processes - individual
- c. Acknowledgements (optional)
- d. Table of Contents
  - i. Philosophy of Teaching English/ESL
    1. Partner A
    2. Partner B
    3. Partner C
  - ii. Course Background
    1. Course Title, Course Description and Population Target (I#1)
    2. Course Goals (I#1)
  - iii. Course Units
    1. Semester Outline (I#2)
    2. Semester-Long Ongoing Assessment Handouts (if applicable)
    3. Unit1: Unit Title (Collaborative Unit)
      - a. Unit Student Handout
      - b. Assessment Handout(s) & Checklist(s)
      - c. Assessment Rubric(s)
    4. Unit 2: Unit Title (**name of individual responsible**)
      - a. Unit Student Handout
      - b. Unit Assessment Handout(s) & Checklist(s)
      - c. Assessment Rubric(s)
      - d. Daily Procedural Planning
        - i. Any associated additional handouts or available readings inserted *immediately following* outlining on the day used

5. Unit 3 – Etc.
6. Unit 4 – Etc.
7. Unit 5 – *If applicable*
- iv. Course Evaluation Plan (I#2)
- v. Text Justifications (I#1 – make sure this is **fully updated** to include *all* final selections you've incorporated into focal units)
- vi. Bibliography (combine ALL sources in a final bibliography that's double-spaced and alphabetized)

\_\_\_\_\_ **\*\* WITH the E-Mailed Copy of ECDP \*\* (Individual):** A typed document that includes

\_\_\_\_\_ A summary of the most important **8-10** bits of feedback you received on the **individual components** of your ECDP (through ECDP Partner Checks) **from your partner(s) as well as** from the **major suggestions I provided** on these pieces.

\_\_\_\_\_ A note (2-3 short paragraphs) commenting on **how you then generally addressed the suggestions** you've been provided with as you completed this final revision, how that process of final revision worked, and what you learned from the ECDP process.

\_\_\_\_\_ Two brief paragraphs justifying: **1)** the grade *you* deserve on this assessment; and **2)** the grade that your *partner(s)* deserve for their work. Please provide me with any information that will be helpful in the final scoring of both the shared and individual components of this assessment.

### **To simplify, during week 16 you will:**

1. Work with your partner(s) to write the final short reflections and prepare your final ECDP document (as outlined above)
2. Upload this polished copy, in a single **Word** or **PDF** file, to the Canvas Assignment space
3. E-mail David:
  - a. A copy of your final ECDP
  - b. A document that: **1)** summarizes feedback; **2)** comments on how you have addressed this feedback in your final revisions; and **3)** reflects on the ECDP process and what you have learned from it.
  - c. Two brief paragraphs justifying grades for *you* and your ECDP *partner(s)*

## Criteria Specific to the Writing Component

- \_\_\_\_\_ Incorporates **writing in varied ways** over the duration of the course. This includes:
- \_\_\_ **1)** various **timeframes** in which students are asked to complete writing (i.e. in a single sitting or over an extended timeframe);
  - \_\_\_ **2)** requiring students to use writing in a **variety of ways** (i.e. paper-, project- and/or technology-based performances) and for a **variety of audiences** (many of which extend beyond the teacher);
  - \_\_\_ **3) requiring and allowing** students to write in **varied genres** (e.g. narratives, analysis papers, argumentative pieces, research projects, multigenre creations, electronic mediums, etc.); and
  - \_\_\_ **4)** writing in situations that are highly **structured** (topic, audience, genre, style and tone are established by the teacher) as well as in situations which **provide writers with choices** and require that they select these aspects of their writing themselves, requiring that they demonstrate an awareness of purpose, audience and genre.
- \_\_\_\_\_ Integrates **expressive writing** (e.g. writer's notebooks, journals, logs, focus writes, writing to learn activities, etc.) on a regular basis so as to help students clarify their own voice as well as think through processes. Such writing should be related to unit and course goals and support current class reading and writing activities.
- \_\_\_\_\_ Integrates the **writing process** (planning, drafting, revising, editing, and publishing) completely and meaningfully and supports structures which enhance feedback from both peers and the instructor. Instruction in the writing process moves beyond simple checkpoints and instead contains **scaffolded lessons** which are **modeled by the instructor** and which guide students at each stage of the process.
- \_\_\_\_\_ As the writing process is modeled activities are included which guide students through various aspects of writing including organizational and transition work, argumentative needs, issues of syntax, ways to ensure writing follows established grammar, usage and convention rules, etc.
- \_\_\_\_\_ Encourages students to engage in writings of various kinds (paper- and project-based) and of varied lengths and complexity over the duration of the **course directly related to research topics** of their own as well as of the teacher's choosing. Research makes use of **an authentic research process** (questioning, planning, gathering, sorting & sifting, synthesizing, evaluating and reporting) and guides students through a **scaffolded approach** which integrates the research skills most appropriate to the paper/assessment.
- \_\_\_\_\_ Contains **clear rubrics** used to assess student research and writing. Rubrics **contain categories and language** which **mirror** the language on **course handouts** and that which is used in **daily instruction** so as to consistently highlight and assess the unit's/writing's/assessment's essential skills and concepts. Rubrics focus only on those aspects of research and writing which have been **clearly taught** in the respective unit(s) and/or those skills which clearly extend concepts learned in previous units and thus represent part of the course's implemented writing program.

## Criteria Specific to the Literature Component

- \_\_\_\_\_ Includes contemporary young adult literature at the appropriate reading level and literature which is chosen to be particularly accessible to your students, along with more traditional pieces.
- \_\_\_\_\_ Includes related or literary nonfiction.
- \_\_\_\_\_ Includes literature written by a variety of people, including people of different genders, races, ethnicities, and nations, drawing on recent scholarship or strong recent collections to locate excellent quality pieces by diverse authors.
- \_\_\_\_\_ Gives students some choice in what they are to read.
- \_\_\_\_\_ Includes excellent literature which you will enjoy teaching, and which you have already read in whole or in part.
- \_\_\_\_\_ Takes approaches to teaching literature which **go beyond** basic comprehension, text-centered close reading and analysis of literary elements. Incorporates reader response approaches discussed in class to help students make personal connections with the literature.
- \_\_\_\_\_ At least for some part of the time, incorporates one of the student-determined approaches to teaching literature, such as reading workshop or literature circles.
- \_\_\_\_\_ Includes an assessment or assessments through which students will make sense of and respond to what they read. Assessments will probably incorporate multiple intelligence approaches and student choice.
- \_\_\_\_\_ Makes use of some of the discussion, writing, art / graphics, drama / game, and technology activities which we have worked on and read about in class.
- \_\_\_\_\_ Specifies **in detail** how each discussion will be prompted (perhaps by a brief activity), how it will be organized (student groups lead; popcorn; etc.), and how it will be closed (with writing; with partner discussion; etc.)
- \_\_\_\_\_ Includes a means of making students accountable for their reading.
- \_\_\_\_\_ Fulfills your own central purposes in teaching literature.



## Rubric for Evaluation for the Final Copy of ECDP

<b>Individual Components</b> (350 points)	<b>Shared and Collaborative Components</b> (200 Points)
<b>A</b>	<b>A</b>
<p>Individual components, including <b>your</b> unit and assessment handouts and the corresponding rubrics, are expertly done, meet all of the criteria listed on installment checklists and are firmly based in the research and theory of reader response and writing process. The texts and materials you have selected are appropriate for your students and assist them in meeting course goals. Your assessments are relevant to your chosen students and consistently address stated course goals in a logical progression; it is clear how students will be evaluated in each unit and assessments are appropriate, varied and fair.</p> <p>The daily planning in your focal unit uses an appropriate mix of activities including discussion, structured group work and individual responses. You clearly are aware of the diverse needs of students in your class, and your activities are likely to involve all students in meaningful learning. The two fully-developed lesson plans demonstrate a clear understanding of how to justify instructional choices and ground them in relevant research and theory; they help an outside evaluator understand the course context surrounding the day, how the planned learning activities help meet unit and course goals and why specific instructional choices have been made.</p> <p>The editing and proofreading of the individual portions of your final ECDP are exemplary and result in work which is polished and free of errors in mechanics and usage.</p> <p>Comments:</p>	<p>Shared components of your ECDP demonstrate a clear ability to design and develop long-term curriculum tailored to a specific educational context. Course goals are clearly articulated and present a scaffolded development of academic and philosophical aims. Subsequent course materials and assessments present instruction which introduces and reinforces these goals and helps students develop proficiency; the language of assessments and rubrics is consistently aligned, revealing the expected learning targets to students. Shared components are carefully edit and presented in a professional manner.</p> <p>Shared components have been developed in a highly collaborative environment; you have worked effectively with your partner(s) to plan, create, critique and revise shared elements. Throughout the process you have stayed flexible and worked to negotiate shared aims. You have served as a thoughtful and reliable critical reviewer of your partners' individual work.</p>
<b>B</b>	<b>B</b>
<p>Though solid in almost all areas, and not lacking any of the major components, the overall quality is not up to that of the A level. Specifically, you need to make improvements in the following area(s):</p>	<p>Though you have worked well with your partner(s) to develop shared components and have created materials which are mostly cohesive, the overall quality is not up to that of the A level. Specifically, you need to make improvements in the following area(s):</p>
<b>C</b>	<b>C</b>
<p>Your planning meets most but not all of the major criteria; your final project is given a C for the following reasons:</p>	<p>While you have worked with your partner(s) to create the shared components of your ECDP and to collaborate effectively on this assessment, the end result has met most but not all of the major criteria; your final project is given a C for the following reasons:</p>

**Practicum Experience**  
**Methods of Teaching Composition and Literature**  
**for Non-English Majors**  
**(English 394 / 594)**

**Purposes**

- ❖ *To observe an English/ESL classroom in action*
- ❖ *To reflect on the values and ideas you are discussing in Methods classes in relation to the actual class you are observing*
- ❖ *To work as a teacher yourself, trying out the approaches you are designing*

**Requirements:\***

\* All practicum components must be successfully completed to **pass the course**.

- ❖ Spend **25 hours** engaged in activities related to teaching in the middle school and/or secondary classroom.
- ❖ Complete the activities listed below:
  1. Complete **three virtual visits** and follow-up conversations with practicing ELA/ESL educators; capture details and reflect using the provided “**Practicum Log**” (placements TBD; logs; teacher acknowledgement)
  2. **View and reflect** on two lessons created by *student teachers* using the “**Student Teacher Lesson Reflection**” prompts (videos available in Canvas library; upload completed reflection prompts)
  3. **Create, record, and reflect** on two mini-lessons of *your own creation* developed for students in your ELA/ESL certification area working in small groups (lesson objectives, outline, and materials; recording and reflection upload)
  4. Complete the culminating “**Final Practicum Reflection**” in writing *or* as a video (completed *last*)

## **Virtual Visits\*** (6%)

\* Please be aware that the same levels of student and teacher confidentiality apply to virtual visits just as they would with traditional in-person interactions. At no point are you allowed to record, save, or share video of your observations. Similarly, when completing the reflections below, do not refer to **students** by name.

Early in the semester I will put you in contact with a practicing ELA/ESL educator who has agreed to let you **virtually observe three lessons** in their classroom and then to speak with you after each observation (immediately or later in the day as their schedule allows). Once you have received the connecting e-mail you should:

- Reach out to your cooperating teacher as soon as possible; while you do not need to be in a rush to arrange your first observation you *should* contact them early on so that you can begin building an understanding of their schedule, teaching modalities, etc. and how this will impact the timing of your upcoming visits.
- Arrange your virtual visits, including when the follow-up conversations will take place; visits may happen at any point up to the end of our spring semester. As you discuss possibilities with your cooperating teacher consider the various types of lessons you might observe so as to get a more **diverse experience** (e.g. content: reading, writing, speaking and listening, language; students: grade levels, sections, backgrounds).
- During *each* of your three virtual visits use the “**Practicum Log**” prompts below to track and reflect on what you see; generally discuss these areas of practice with your cooperating teacher after the observation as you work to understand what it means to teach this content at this level.
  - Upload your completed logs to the **Canvas Assignment** space after each visit.
- *At the conclusion of your final visit* please ask your cooperating teacher to **send an e-mail directly to me at [droloff@uwsp.edu](mailto:droloff@uwsp.edu)** acknowledging the completion of this work. The briefest of notes saying you have completed your three virtual observations is all that is required.

### Practicum Log

- ⌘ **Learning Focus/Objectives:** What learning is at the heart of this lesson or interaction? What is the teacher trying to help the student(s) know or be able to do?
  - [enter details]
- ⌘ **Content & Methods:** What sorts of things are students reading? Writing? What methods does the teacher use to teach reading, writing, speaking and listening, and/or language objectives? What activities or approaches are used to teach these skills? What seems to work especially well?
  - [enter details]
- ⌘ **Assessment & Evaluation:** What sorts of *formative* assessments does the teacher use? What techniques do they use to monitor progress throughout the lesson/interaction? What sorts of papers, multi-modal assessments, or other benchmark assessments does the teacher use in the course that students might be working on? How does the teacher go about supporting this work?
  - [enter details]

⌘ **Students with special needs/abilities:** What (if anything) do you notice about students or groups of students who may have special needs or require other supports or accommodations? How does the teacher adapt their instruction?

- [enter details]

⌘ **Environment and Rapport:** What sorts of other general interactions does the teacher have with students? How do they greet or dismiss them? How do they engage with students throughout the lesson/observation? How do they build trust and show respect for students and their ideas?

- [enter details]

**Synthesizing Reflection:** Having observed the lesson above, and having had the opportunity to debrief with your cooperating teacher, what have you learn about teaching? What might you consider integrating into your own practice should you teach similar content at this level? What additional questions has this observation raised (planning, content, instruction, assessment, accommodations, interacting with students/peers/parents, etc.) that you might consider discussing during your next visit?

- [enter details – 1-2 solid paragraphs]

## **Student Teacher Lesson Reflections (2%)**

In addition to having the opportunity to virtually observe lessons with your cooperating teachers (who range in age and experience), you will also reflect on ELA/ESL content *and* the ways in which educators continually learn and grow by watching short lessons by others who, at the time, had just *slightly* more experience than you have: student teachers. Using the **library of lessons in Canvas**, observe and reflect on **two** lessons; track details and respond using the prompts below.

**Important Background Note:** All lesson videos were recorded by student teachers working to meet the specific objectives and lesson requirements outlined in the edTPA (an external large-scale assessment). Generally, these teachers needed to teach 3-5 days of focused lesson, then select two videos to highlight their instruction. Teachers were *required as a part of their lessons and in these videos* to select important ELA terminology (e.g. simile, plot, theme, etc.) and then to help students apply this ELA vocabulary along with specific textual evidence to make sense of something they were reading. The students also needed to show an understanding of these terms and use textual evidence in a formative assessment that involved at least *some* writing. Recognizing teachers were working within these requirements should help frame your response to each video.

### **Reflection Prompts**

1. **Which video are you reviewing?** (identify clip using provided tag e.g. SH – clip1)
  - [enter details]
  
2. What do you notice, as both *positives* and *potential growth areas*, in each category below? What questions or suggestions do you have in this area of their practice? (most clips allow you to comment on all three areas; some may have more or less possibilities)
  - **Learning Environment** (building rapport and respect with students, mutual respect among students, opportunities for ideas to be challenged/encouraging varied opinions)
    - **Positives:** [enter details]
    - **Potential Growth:** [enter details]
    - **Questions or suggestions:** [enter details]
  
  - **Content and Methods** (texts used and student engagement; strategies and activities used in the selected clip and their effectiveness)
    - **Positives:** [enter details]
    - **Potential Growth:** [enter details]
    - **Questions or suggestions:** [enter details]
  
  - **Engaging with ELA Vocabulary and Using Textual Evidence** (effectiveness of defining and/or using terms; encouraging use of textual evidence; developing student's ability to interpret/respond to the chosen text):
    - **Positives:** [enter details]
    - **Potential Growth:** [enter details]
    - **Questions or suggestions:** [enter details]

**Synthesizing Reflection:** Having observed the lesson above, what would you describe as the overall strengths of the teacher and the lesson? How might this teacher's developing practice and the quality of the lesson be further improved? What similarities and/or differences exist between your practice (real or imagined) and that of the teacher featured in this lesson? What concerns, if any, would you have if required to teach a similar lesson at this moment in your teacher development?

- [enter details – 1-2 solid paragraphs]

### ***Lesson Creation, Recording, and Reflection*** **(3%)**

Having watched live and recorded lessons, and having had repeated experiences throughout the semester to read about and discuss various reading and writing methods, it's now *your turn* to teach and record **two mini-lessons** of your own.

- Mini-lessons should last between **5-15 minutes**.
- One lessons should focus on engaging students with a reading, and around **reading and speaking/listening** skills; the other should engage students with some aspect of the **writing process and/or language**.
- You must create a brief **outline**, including **learning objectives** and **major steps** for activities; you should also create any necessary **supplemental materials** (copies of a text, direction handouts, presentation slides, etc.).
- You will work in randomly assigned groups of three to **teach and record** your lessons; thus, each of you will *teach* two lessons and be a *student/participant* in four lessons. You will **use Zoom** to record and submit the link to your video in the "Practicum Video #1/2" **Canvas Assignment** spaces.
- After teaching each individual lesson **complete the reflection** below.

#### **Reflection Prompts**

1. Watch your recorded lesson. Consider the **match/mismatch** between how you had *envisioned* this lesson would unfold and how it *actually* unfolded. What aspects of the lesson were *strong*? What areas of the lesson might be *improved*? **Refer to specifics in your video.**
  - [enter details]
2. We've discussed and read about a large number of reading and writing methods this semester. How effective was the chosen approach at helping you meet the learning objectives of the mini-lesson? What, if anything, would you change the next time you utilized this strategy? What other strategies (that we've read about or that you develop) might be used to help you meet this same learning objective?
  - [enter details]
3. Consider your video as a whole. Provide a general reaction to having watched yourself teach the selected lesson *and* how it might be different had you been teaching the lesson in person vs. through a computer screen. What do you see as your developing strengths as an English Educator? What areas of your practice might you look to improve as you complete your student teaching and move into a classroom of your own?
  - [enter details – 1-2 solid paragraphs]

## **Final Practicum Reflection** **(1.5%)**

*(to be completed as the final step after all other practicum work is finished)*

Over the course of the semester you have observed and conversed with a practicing ELA/ESL teacher, observed the lessons of pre-service teachers, and had the opportunity to teach lessons of your own. For this final reflection consider what these experiences have helped you realize about teaching in the area of your minor *as well as* the general ways in which educators learn and grow over time. You may complete this reflection by *either* composing **1-2 pages** of writing using the prompts below or creating a **5-10 minute** video; focus your response using the prompts below. Upload your final reflection to the **Canvas Assignment** space when complete.

### **Reflection Prompts**

1. What have you learned about teaching ELA and/or ESL through your observations, conversations, and practice lessons this semester? Consider learning related to content, general interactions with students, about the effectiveness of different approaches or strategies to teach or to assess, etc.
  - [enter details/include in video]
2. How have these interactions and activities affected your developing values, beliefs, and plans for teaching English and/or ESL? What are your current thoughts on teaching in your minor?
  - [enter details/include in video]
3. What have you learned about yourself as an evolving teacher through these experiences? What are your strengths? What areas of your practice might you chose to focus on next as you continue to move into the profession?



## ***InTASC Model Core Teaching Standards***

English 394: Methods of Teaching Literature and Composition is designed to prepare you to teach in the field of your minor. Regardless of whether you conduct your student teaching in the field of your major, your minor or both, as a student teacher and later as a teacher you will be evaluated in terms of the InTASC Model Core Teaching Standards, which concisely express core values for all teachers. Thus the work you do for the ECDP strengthens you in the areas laid out in these standards, and the edTPA correlates with them, as well. Below is a brief explanation of what you are learning, in terms of the InTASC Model Core Teaching Standards.

### **The Learner and Learning**

1. *Learner Development*: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. *Learning Differences*: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. *Learning Environment*: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content**

4. *Content Knowledge*: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. *Application of Content*: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

6. *Assessment*: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. *Planning for Instruction*: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. *Instructional Strategies*: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

9. *Professional Learning & Ethical Practice*: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.
10. *Leadership & Collaboration*: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.