



## ELAN 4400: Teaching as Planning in Context 2004 Fall Semester

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Time and Location: 11:00-1:10 Tuesday/Thursday, Room 116/117 Aderhold Hall

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Office Hours: TBA/by appointment

### Course Description

This course is designed to teach you how to plan instruction in secondary school English/Language Arts classes. Keep in mind that no single course can teach you every thing there is to know about teaching. A rigorous pre-service education can provide important preparation for teaching, but you'll learn the much on the job that simply isn't available in a college course. But this course **can** provide you with a framework of knowledge that will help you in making instructional decisions once you are on the job, if you are willing to work hard enough, read the assigned books, and apply knowledge from the course to the projects you do.

You will take this course in conjunction with several other courses; although taught separately, these courses have been conceived as an integrated block of classes that work together to help you prepare for your career as a teacher. We will do a lot of cross-referencing among the classes, and you should be prepared to discuss texts and issues from the other courses when you are in this one. In addition, these campus-based courses will work in conjunction with two practica based in a variety of public schools. These field-based experiences should give you an opportunity to test out your campus-based knowledge under "live" conditions.

Our primary task in ELAN 4400 will be to learn how to design instructional units of 4-6 weeks. After the first few sessions, we will devote time each week to a workshop in which you will work with a group of 3-4 students to design a unit of instruction based on principles derived from the assigned readings and class discussions. In addition, you will design a unit of instruction outside class that follows the same principles you use in designing your in-class unit; you will teach 10 days of this unit during your fall practicum.

Specific responsibilities in designing these units are described in the **Course Projects** section of this syllabus.

### Required Texts

Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Johannessen, L. & McCann, T (2002). *In case you teach English: An interactive casebook for prospective and practicing teachers*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Conceptual units from the TAPPP Virtual Library of Conceptual Units.

WebCT Articles

Glenn, M. (1996). *Who killed Mr. Chippendale?* New York: Puffin.

Pierce, T. (1999). *First test: Protector of the small*. New York: Puffin.

### Policies and Procedures:

1. **Attendance:** Given that there are only 13 days of class, a great deal of material must be covered each day, our work will be intense, and work cannot be "made up." You are expected to **attend each class**. **If you miss 2 or more classes, expect your grade to be lowered by one letter grade**. Also, much explanatory work about assignments and discussions about expectations are done at the very beginning of class, and tardiness is frowned upon. **Be on time**. If you have more than 1 tardy, expect me to talk with you about why you are unable to get to class on time.
2. Late work. Late work will result in a lower grade.
3. **Participation:** Acknowledging that we all have varying comfort levels of class participation, it is expected that everyone will support the class community and their own learning by engaging in class discussions. The class will generally follow a writers workshop and reading group structure: there will be very little lecture in this class, therefore, it is vital that you come to class having read and reflected upon the assigned material. You are also encouraged to think beyond the confines of this class and enliven our discussions with your reflections on other readings and experiences.
4. **Academic Honesty:** You are to practice academic honesty as defined by the university.
5. **Email:** You will be using email to turn in some of your assignments.
6. **Cell Phones and Pagers:** Please turn them off when you enter class.

*Note: This syllabus is open to change depending on the needs of the class.*

### Course Projects

All work should be revised, proofread, and edited before it is turned in.

Your grade for this class will be based on an average of four components of the course:

1. A whole conceptual unit of instruction, which is due at the end of the course and is worth 50% of your grade. A rubric for the evaluation of this unit of instruction will be provided to you. (Included in this unit will be your Ten Day Unit.)
2. The production of different segments of this unit during the process of the course. These include the rationale, goals/rubrics, introductory activity, and a one-two week sample lesson plan. Each of these may be revised and averaged in with the grade provided for the total of these segments. Rubrics for the evaluation of these four segments will be provided. This component is worth 20%.
3. Over the course of the semester, you will be designing 3-5 activities for use in the classroom. These activities will be compiled in the TAPPP 2004-2005 Activity Notebook/CD ROM. These activities are worth 20%.
4. In-class activities: We will be doing a variety of writing, planning, and technology activities throughout the course. These will be worth 10%.

**Schedule:** This schedule is subject to change as the needs of the course evolve.

Week #	Date	Readings/Assignments
1	8/19	Introduction
2	8/24 8/26 Principles of Practice	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 1  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #1, Case #2
3	8/31 9/2 Unit Rationales	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 2  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #15  Virtual Library Units—Rationale and Materials
4	9/7 9/9 Goals and Assessment Part 1	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 3  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #4  Web Ct articles  <b>Rationales Due</b>
5 Alternate Practicum Checkpoint #1	9/14 9/16 Goals and Assessment Part 2	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 4  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #5  Virtual Library Units—Goals  <b>Glenn, M. (1996). <i>Who killed Mr. Chippendale?</i> New York: Puffin.</b>  Checkpoint #1 Meeting with Cohort Leader (Unit Topic, Ideas, Goals)
6 Alternate Practicum	9/21 9/23 Goals and Assessment Part 3	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 5  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #6  Web Ct articles  <b>Goals/Rubrics Due</b>

7 Alternate Practicum Checkpoint #2	9/28 9/30 Unit Focus	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 6, Appendix A  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #7  Web Ct articles  Checkpoint #2 Meeting with Cohort Leader (Unit Calendar, Rationale)
8 Checkpoint #3	10/5 10/7 Introductory Activities	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 7  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #11  Virtual Library Units—Introductory Activities  <b>Introductory Activities Due</b>  Checkpoint #3 if needed
9	10/12 10/14 Complete Unit Design	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 8  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #19  Virtual Library Units—Daily Lesson Plans  Three Day Lesson Plans Due
10 Unit Plan Due 10/18	10/19 10/21 Small Groups & Classroom Discussion	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapters 9 & 10  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case # 13 & Case #14  Virtual Library Units—Small Group Activities  <b>Unit Plan Due 10/18</b>
11	10/26 Classroom Discussion  10/28 Fall Break	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 10  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #13  Pierce, T. (1999). <i>First test: Protector of the small</i> . New York: Puffin.

12	11/2 11/4 Multimedia Projects	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapters 11 & 12  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #3, Case #10  Virtual Library Units—Multimedia Projects
13 10 Day Unit	11/9 11/11	Teaching full time in schools.
14 10 Day Unit	11/16	Teaching full time in schools.
15	*11/23 11/24-11/26 Thanksgiving Break	
16	11/30 12/2	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapters 13 &14  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #16, Case #7  Virtual Library Units—Multicultural Issues & Character Education
17	12/7 12/9	Smagorinsky, P. (2002). <i>Teaching English through principled practice</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Chapter 15  Johannessen, L. & MCCann, T (2002). <i>In case you teach English: An interactive casebook for prospective and practicing teachers</i> . Upper Saddle River, NJ: Merrill/Prentice Hall. Case #17  Virtual Library Units—Standards
18	12/14 Exam Week	We will meet one of the days during exam week for class.  <b>Conceptual Unit Due</b>