

<a href="#">TAPPP Home</a>	<a href="#">TAPPP Mission</a>	<a href="#">4400 Syllabus</a>	<a href="#">4401 Syllabus</a>	<a href="#">4410 Syllabus</a>	<a href="#">4460 &amp; 4470 Syllabus</a>	<a href="#">2002-3 Schedule</a>	<a href="#">READ 4030/6030 Schedule</a>	<a href="#">Virtual Library</a>	<a href="#">4401 Projects</a>	<a href="#">Rubric Index</a>
<a href="#">O.A.C.</a>	<a href="#">Send to St. Pierre</a>	<a href="#">Send to Faust</a>	<a href="#">Send to Hundley</a>	<a href="#">Send to Johnson</a>	<a href="#">Send to Smagorinsky</a>	<a href="#">Smagorinsky Home Page</a>	<a href="#">Faust Home Page</a>	<a href="#">St. Pierre Home Page</a>	<a href="#">Links Index</a>	<a href="#">TAPPP Grads</a>

[Search this site](#)

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Find!

[Site Map](#)

[Site Map](#) [What's New](#) [Search](#)

## *Teaching as Planning in Context*

**ELAN 4400**

**Tuesdays, Aderhold 116/117 1:45-4:15**

**Fall, 2003**

**Professor: Peter Smagorinsky**

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**Office Hours: by appointment**

### **TEXTS**

#### **Required**

[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](#)

#### **Fun Fact**

"syllabus": Syllabus began life as a printer's error in a 15th-century edition of Cicero's *Epistles to the Atticans*. In this work Cicero had written "indices . . . quos vos Graeci . . . sittubas appelatis," meaning "indexes, which were called sittubas by the Greeks." The printer misprinted "syllabos" for "sittubas" and *syllabos*, later slightly changed to *syllabus* (instead of *sittubas*), became a synonym for index. Its meaning of index or table of contents was later expended to mean "an outline or other brief statement of a discourse, the contents of a curriculum, etc." Source: *The Facts on File Encyclopedia of Word and Phrase Origins* by Robert Hendrickson

## 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 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 book, and apply knowledge from the course to the projects you do.

You will take this course in conjunction with two other courses, Teaching Reading in the Secondary Schools and Young Adult Literature. Although taught separately, these three 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 three classes, and so you should be prepared to discuss texts and issues from the other two courses when you are in this one. In addition, these campus-based courses will work in conjunction with two practica (taught by Melanie Hundley, Violet Jones, and Michelle Zoss) that will take place both at UGA and in the Gwinnett County 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 design a unit of instruction based on principles derived from the assigned readings and class discussions. Specific responsibilities in designing this unit are described in the **Course Projects** section of this syllabus.

## COURSE PROJECTS

Your grade for this class will be based on an average of **two** 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 is available at <http://www.coe.uga.edu/~smago/elan4400/4400rubric.html>
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-week sample lesson. Each of these may be revised and averaged in with the grade provided for the total of these segments. With the four different segments, each eligible for a revision, you might have between 4 and 8 items included in this portion of your grade. Regardless of how many, the averaged total of these assignments will be worth **50%** of your grade. Rubrics for the evaluation of these segments are available at:

- [Rationale](#)
- [Goals/Rubrics](#)
- [Introductory Activity](#)
- [One-Week Lesson](#)

Next you will find a more detailed description of the unit of instruction and its components.

## **Unit of Instruction**

Either individually or in collaboration with one or two other students, you will prepare a teaching unit encompassing about 4-6 weeks to be used in student teaching. The unit will organize literature around a concept as described in the course text book. The unit will include the following components:

- Inventory
- Rationale
- Goals and accompanying assessment rubrics
- Materials
- Introductory activity
- Specific lessons and activities

You will find model units available at the Virtual Library of Instructional Units at <http://www.coe.uga.edu/~smago/elan4400/index.html>. You should download the units that are specified in the course textbook (and any others you wish to view or use) for models of good unit design (although you should be aware that not all units received As). In addition, these units will serve as instructional tools when we go over how to produce various components (rationale, goals, etc.) of your own units. Specific information on how to develop each of these components will be provided during the semester. You should bookmark the URL for the TAPPP website. The website includes online versions of the syllabus, grading rubrics, Quality Assurance Contract, and other information important to your success in your TAPPP courses. It also includes a set of internet links that you'll find valuable for all courses in the TAPPP sequence.

## **IMPORTANT INFORMATION FOR EVERYONE TO KNOW**

- **Absences.** Any absences are frowned upon. More than two absences, excused or unexcused, will result in lowering your grade by one letter. Consult with your professor if an emergency arises.
- **Incompletes.** We will not give incompletes as a final course grade. If all required work is not turned in at the end of the semester, you will receive a failing grade for the course.
- **Late work.** Assigned work turned in late will be marked down a letter grade and will receive sketchy comments.
- **Participation.** Students are expected to take an active part in class activities.
- **Responsibility:** You are responsible for your work. I therefore recommend very very very strongly that you do all work on a word processor and that you back up your work on at least one source (i.e., store your work on at least two disks in case you lose or destroy one). I will absolutely not accept any excuses such as "I gave my project to the secretary" or "I slid it under the door, the janitor must have thrown it out" or "I accidentally erased my project from the disk." Should you make such a claim I'll simply ask you to print out another copy. You should plan instruction on a word processor in any case, for as you will learn this semester you will frequently revise your planning.

## **CLASS SCHEDULE**

### ***Week 1: Introduction***

- *In Case You Teach English*, Preface, Case #1

## **Week 2: Principles of Practice**

- *Principled Practice*, Preface and Chapter 1
- *In Case You Teach English*, Case #2

## **Week 3: Unit Rationales**

- *Principled Practice*, Chapter 2
- *In Case You Teach English*, Case #15
- Virtual Library Units--Rationale and Materials

## **Week 4: Goals and Assessment, part 1**

- *Principled Practice*, Chapter 3
- *In Case You Teach English*, Case #4

## **Week 5: Goals and Assessment, part 2**

- *Principled Practice*, Chapter 4
- *In Case You Teach English*, Case #5
- Virtual Library Units--Goals

## **Week 6: Goals and Assessment, part 3**

- *Principled Practice*, Chapter 5
- *In Case You Teach English*, Case #6

## **Week 7: Unit Focus**

- *Principled Practice*, Chapter 6, Appendix A
- *In Case You Teach English*, Case #7

## **Week 8: Introductory Activities**

- **Rationales Due**
- *Principled Practice*, Chapter 7
- *In Case You Teach English*, Case #11
- Virtual Library Units--Introductory Activities

## **Week 9: Complete Unit Design**

- *Principled Practice*, Chapter 8
- *In Case You Teach English*, Case #19
- Virtual Library Units--Daily Lesson Plans

## **Week 10: Small Groups**

- **Goals/Rubrics Due**
- **Rationale Revisions Due**
- *Principled Practice*, Chapter 9
- *In Case You Teach English*, Case #14
- Virtual Library Units--Small Group Activities

**Week 11: Classroom Discussion**

- **Introductory Activity Due**
- **Goals/Rubrics Revisions Due**
- *Principled Practice*, Chapter 10
- *In Case You Teach English*, Case #13

**Week 12: Multimedia Projects, part 1**

- *Principled Practice*, Chapter 1
- *In Case You Teach English*, Case #3
- Virtual Library Units--Multimedia Projects

**Week 13: Multimedia Projects, part 2**

- **One-Week Lesson Due**
- **Introductory Activity Revisions Due**
- *Principled Practice*, Chapter 12
- *In Case You Teach English*, Case #10

**Week 14: Multicultural Instruction**

- *Principled Practice*, Chapter 13;
- *In Case You Teach English*, Case #16
- Virtual Library Units--Multicultural Issues

**Week 15: Character Education**

- *Principled Practice*, Chapter 14
- *In Case You Teach English*, Case #7
- Virtual Library Units--Character Education

**Week 16: Educational Standards**

- *Principled Practice*, Chapter 15
- *In Case You Teach English*, Case #17
- Virtual Library Units--Standards

**Exam Week**

- **Conceptual Unit Due**

