

ELAN 4460: Supervised Field Experience in English Education
Fall Semester 2008
Thursdays, 8:30-10:30a
Aderhold Hall, room 116-117

Course Syllabus

Instructors

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Course Description

This course is designed to help you make sense of your field experience in English education. All class readings, assignments, and discussions are geared toward supporting and enhancing your participant observation in the field site. You are required to spend at least 12 hours per week in your placement school as part of the expectation for this course. You may negotiate with your mentor teacher (MT) when these 12 hours are scheduled. Most teacher candidates (TCs) have found Mondays and Wednesdays to be the most fruitful days for observations, although seeing an occasional Friday might be helpful. Bottom line: Your MT must know when you are scheduled to be at your placement site. Any deviations from this schedule must be cleared by both your MT and your university supervisor.

Required Textbooks

There are no required textbooks for this course. Your field experience itself, and the Reflective Journal (RJ) you keep of this experience, will serve as our primary texts for analysis. Weekly readings are brief, applicable, and available on the class WebCT site (webct.uga.edu). You should bring hard copies of all readings and your RJ to every class meeting.

WebCT readings

Adkins, C. (1999). Growing from a teacher candidate challenge: A teacher researcher stance in response to tension. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 53-62). New York: Teachers College Press.

Britzman, D. (1994). Is there a problem with knowing thyself? Toward a poststructuralist view of teacher identity. In T. Shanahan (Ed.) *Teachers*

thinking, teachers knowing: Reflections on literacy and language education (pp. 53-75). Urbana, IL: National Council of Teachers of English.

- Cook, L. S. and Amatucci, K. B. (2006). A high school teacher's developing multicultural pedagogy. *English Education*, 38(3), pp. 245-257.
- Delpit, L. D. (2003). Educators as "seed people" growing a new future. *Educational Researcher*, 7, (32), 14-21.
- Fecho, B. and Amatucci, K. B. (2008). Spinning out of control: Dialogical transactions in an English classroom. *English Teaching: Practice and Critique*, 7(1), pp. 5-21. <http://education.waikato.ac.nz/research/journal/view.php?view=true&id=39&p=1>
- James, G. S. (1999). Coping with a sense of failure. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 123-128). New York: Teachers College Press.
- Michie, G. (2004). Teaching in the undertow. In *The new teacher book* (pp. 191-198). Milwaukee, WI: Rethinking Schools. Available at <http://www.rethinkingschools.org/publication/newteacher/NTUndertow.shtml>
- Nieto, S. M. (2002/2003). Profoundly multicultural questions. *Educational leadership*, 60 (4), 6-10.
- Ohanian, S. (1999). One size fits few. *Rethinking schools online*, 13(4), n.p. http://www.rethinkingschools.org/archive/13_04/size.shtml
- Perry, E. (1999). Setting up classroom routines. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 148-153). New York: Teachers College Press.
- Perry, E. and Slattery, G. (1999). How to lead a class discussion. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 139-147). New York: Teachers College Press.
- Peterson, B. (1998/1999). Tracking and the project methods. *Rethinking schools online*, 13(2), n.p. http://www.rethinkingschools.org/archive/13_02/track.shtml
- Stewart, J. M. (1999). Discipline: Early fears and later realities. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 132-138). New York: Teachers College Press.

Wiggins, G. (1989). The futility of trying to teach everything of importance.
Educational leadership, 47 (3), 44-48.

Schedule

This schedule is a general plan for the course; changes may be necessary and will be announced as far in advance as possible.

Date	Key questions	Readings	Assignments due
August 19	What are the structures of this class? What can I expect to learn? How can I succeed?		
UNIT ONE: YOU AND THE SCHOOL COMMUNITY			
August 21	What do I bring to the classroom? What are my assumptions about teaching and learning? What are the possibilities for my evolution as teacher?	Cook & Amatucci	
August 28	How can I get to know my MT? How might we communicate? What are our shared goals for student learning?	Adkins	
September 4	How can I get to know the variety of resources available to me at school? In addition to my MT, to what and whom might I go for help?	No reading today	
September 11	How does my MT manage the students in her classroom? What structures and routines does she establish to help manage student behavior?	Stewart Michie Perry	
September 18	What sorts of strategies and procedures does my MT use to scaffold student learning? How does my MT decide what to teach?	Perry & Slattery	RJ Synthesis 1
September 25	How does my MT know when students have successfully learned something? What kinds of assessments does he use? How does his assessment fuel his planning?	Ohanian	
UNIT TWO: STUDENTS AND THEIR LEARNING			
October 2	Who are my students? What are their interests? How do they spend time outside my MT's classroom?	Fecho & Amatucci	
October 9	What motivates students in my MT's classroom to learn? What hinders	Nieto Peterson	

	their learning? How is their learning supported by my MT and others?		
October 16	What forms of power and resistance exist between myself, my MT and her students? How can I negotiate these power relations as I take up a teacher position? How can I be both student and teacher?	Britzman	
October 23	What is most important for students to learn? What do I value most? What do they value most? How might I negotiate the instances in which our goals collide?	Wiggins	RJ Synthesis 2
October 30	How do I plan lessons that will help students achieve our shared learning goals and avoid disruptive behavior?	Delpit	
UNIT THREE: TEACHING			
November 6	What are my greatest hopes and fears going into the November teaching unit? How might my plans and/or instruction change based on the responses of my students?	No reading today	
November 13	NO CLASS—NOVEMBER UNIT		
November 20	NO CLASS—NOVEMBER UNIT		
November 27	NO CLASS—THANKSGIVING BREAK		
December 4	What did I learn about myself and my students from teaching? How might these insights influence my planning for spring semester?	James	

Assignments

You have one major assignment for this class in addition to completing weekly readings, participating in class discussions, and spending at least 12 hours per week in your field placement. Across the semester you will keep a Reflective Journal (RJ) of your experiences in your placement school. This journal should include, but is not limited to: informal transcriptions of interviews/conversations with students and teachers, observations of students and teachers, analyses of school documents you collect, descriptions of school functions you attend, reflections on lessons and units you teach, questions for your MT or UGA supervisor, insights gained from your experiences, ideas for spring teaching, inquiries about specific students or groups of students, etc. This journal can take many different shapes—it can be electronic or hand-written, a series of email exchanges with your MT, a blog, transcriptions of audiotaped conversations with your carpool partners, or a more traditional daily or

weekly diary. Use the format that best suits your writing style and personal preferences.

You will submit your RJ at two points during fall semester, 18 September (will be returned on 25 September) and 23 October (will be returned 30 October). One of the two class instructors will read a selection of your RJ entries. The goal of this assignment is to demonstrate your ability to reflect on your own teaching and learning and the learning of your students, and further, to show how these reflections influence your planning and execution of planned lessons. You should envision your RJ as a rich source of data that shows your evolution as a teacher and a learner across the semester.

Each time you submit your RJ, you will write a four-six page synthesis piece in which you explain what you've learned from maintaining the RJ up to this point, how it has changed or reinforced your ideas about teaching and learning. Each synthesis piece will focus specifically on the key questions and activities for that unit of study.

Unit One: You and your school community (21 August - 25 September)

Unit Goal: To get to know as much as possible about the school where you will observe and teach this fall and to interrogate your position within it.

You should include as many as of the following components in your RJ as possible:

Informal transcriptions of conversations with...

- 1 - Mentor teacher
- 2 - Others teachers in English department
- 3 - Teachers in departments other than English
- 4 - Special education / collaborative teachers
- 5 - ESL teachers
- 6 - Administrators
- 7 - Counselors
- 8 - Parents
- 9 - Staff members (media specialist, custodian, secretary, lunchroom worker, SRO, etc.)
- 10 - Student leaders (student body president, etc.)
- 11 - Athletic director
- 12 - School nurse or health professional
- 13 - School business partners and/or sponsoring community organizations

School documents (collect, read, and summarize):

- 1 - Attendance / tardy policy
- 2 - Technology availability / procedures
- 3 - Disciplinary policy / referral
- 4 - Student handbook
- 5 - Teacher handbook

- 6 - EOCT / writing test schedule
- 7 - School / department rubrics
- 8 - Class seating chart / map of MT's classroom
- 9 - Dress code (teacher, student, administrator)
- 10 - Classroom policies / procedures / routines
- 11 - Course syllabi
- 12 - List of book titles available to you in book room
- 13 - List of major titles in textbooks

Online investigations (conduct and summarize):

- 1 - School website
- 2 - Teacher websites / blogs
- 3 - District website
- 4 - State DOE website (including school report card)
- 5 - Federal DOE website

School functions (attend and describe):

- 1 - PTSO meeting
- 2 - School open house
- 3 - Department meeting
- 4 - Faculty meeting
- 5 - School board meeting

Unit Two: Students and their learning (2 October - 30 October)

Unit Goal: To get to know as much as possible about the students you will teach in November and various expectations for their learning.

You should include as many as of the following components in your RJ as possible:

Activities (record):

- 1 - Student shadow 1*
- 2 - Student shadow 2*
- 3 - Student reading/writing interview 1**
- 4 - Student reading/writing interview 2**
- 5 - Bell work / class opener that you teach
- 6 - Activity from MT's plans that you teach
- 7 - Activity that your plan and teach
- 8 - Description of class you will teach in November
- 9 - Phone calls to students' parents or guardians

School documents (collect, read, and summarize):

- 1 - Reading / writing surveys
- 2 - Pre-assessments
- 3 - Formative assessments
- 4 - Summative assessments

- 5 - Interest inventories
- 6 - Curriculum and pacing guides
- 7 - EOCT / writing test preparation materials
- 8 - Student work samples (at least one class set; one assignment)

School functions (attend and describe):

- 1 - Parent-teacher conference
- 2 - IEP or 504 meeting
- 3 - Sporting event or practice
- 4 - Fine arts event
- 5 - Extracurricular / club meeting or activity for students (school dance, etc.)

* Follow one of your MT's students across the school day, attending each of the student's classes. Take field notes focused on your observations of assessment and management practices in these different classrooms. Professional courtesy dictates that you ask each teacher you will observe for permission to sit in on his/her class.

** Conduct informal reader/writer interviews with at least two students, ideally one who is more successful with academic tasks and one who struggles. You may find it helpful to audiotape these conversations. We will develop interview questions together as a class.

Unit Three: Teaching (6 November - 4 December)

You should continue to record your experiences in your RJ throughout your November teaching unit even though you will neither turn in the RJ again this semester nor write a culminating synthesis piece. You will find the writing you do in your RJ while teaching the November unit to be especially helpful in compiling evidence for your LiveText portfolio and preparing for student teaching.

Synthesis Pieces

The syntheses are formal pieces of writing, four to six pages in length, that are thoughtful, focused, well-crafted, organized, and carefully edited in APA style. You might find it helpful to use headings and/or subheadings as you write. Headings allow you to discuss a variety of topics, themes, and categories you construct from your RJ data in an organized way.

We will discuss the expectations for these two pieces as a class and develop a rubric that will be used for assessing them.

You should upload the RJ synthesis for Unit One by 8a sharp, 18 September on the class WebCT site. You should also bring a hard copy of the piece to class that day. Instructor comments will be posted by 2 October.

You should upload RJ synthesis for Unit Two by 8a sharp, 23 October on the class WebCT site. You should also bring a hard copy of the piece to class that day. Instructor comments will be posted by 6 November.

Caution!! Read the following information carefully.

Many school districts have strict policies against videotaping, photographing, or otherwise representing students visually. Check with your MT to determine what the policies are in your school for sharing images of your students in campus classes, and adhere to these policies carefully. We must be highly aware of student confidentiality issues.

When you observe teachers in your school placement (your MT or others), your goal is not to evaluate their teaching practices. You are merely to describe what you see and hear. You should feel comfortable showing all observation notes to the teachers you observe.

In order to protect student confidentiality, you will need to obtain student and parent consent and to assign pseudonyms to all students you shadow or interview. These consent forms are available on the program WebCT site. You will also need to remove student names from all collected work.

A final note:

All academic work must meet the standards contained in UGA's "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work.

Notes: