

ELAN 4460: Supervised Field Experience in English Education
Fall Semester 2007
Thursdays, 8:30-10:30a
Aderhold Hall room 116-117

Course Syllabus

Instructor

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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 field experience.

Required Textbook

Fecho, B. (2004) *Is this English? Race, culture, and language in the classroom*. New York: Teachers College Press

Additional required readings will be available on WebCT

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.

Delpit, L. D. (2003). Educators as “seed people” growing a new future. *Educational Researcher*, 7, (32), 14-21.

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. 53-62). New York: Teachers College Press.

Moll, L. C., Amanti, C., Neff, D., and Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31 (2), 132-141.

Nieto, S. M. (2002/2003). Profoundly multicultural questions. *Educational leadership*, 60 (4), 6-10.

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. 53-62). New York: Teachers College Press.

Perry, E. & Slattery, G. (1999). How to lead a classroom 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.

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. 53-62). 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	Due
BLOCK ONE: SELF, STUDENTS, CLASSROOM, COMMUNITY			
August 23	What do I bring to the classroom? What are my assumptions about teaching and learning?	Fecho, chs. 1-2	
August 30	Who are my students? How can I learn about and from them?	Fecho, ch. 5 Moll, et. al.	
September 6	What is my school community like? Where and how might I fit into this community?	Adkins	School & Community Portrait
BLOCK TWO: STUDENT LEARNING AND CLASSROOM MANAGEMENT			
September 13	What are my expectations for student learning?	Wiggins	
September 20	How is student learning supported in my MT's classroom?	Fecho, ch. 7 Perry & Slattery	
September 27	What strategies does my MT use to manage his/her classroom?	Perry Stewart	
October 4	How do I know whether my students are learning?	Fecho, ch. 8	Extended Think Piece
BLOCK THREE: PLANNING AND INSTRUCTION			
October 11 MID-TERM	How can I shape instruction that will engage students and help	Nieto Delpit	

	avoid disruptive behavior?		
October 18	How might my instruction change based on the responses of my students?	Fecho, ch. 6	
October 25	NO CLASS - FALL BREAK		
November 1	What are my hopes and fears for the upcoming teaching unit?	Fecho, ch. 9	
November 8	NO CLASS - NOVEMBER TEACHING UNIT		
November 15	NO CLASS - NOVEMBER TEACHING UNIT		
November 22	NO CLASS - THANKSGIVING		
BLOCK FOUR: REFLECTIONS ON TEACHING			
November 29	What did I learn about myself from teaching? How will these insights influence my planning for spring semester?	James	RPJ Synthesis
December 6	In what ways might my field experience this semester inform my teaching next semester?		

Assignments

1. School & Community Portrait - due Thursday, September 6

- Collect data about your placement school and community. These data might include (but are not limited to):
 - Observations of students, teachers, and classrooms (record in your RPJ)
 - Visits to school and/or district web sites
 - Perusal of student and/or teacher handbooks
 - Observations of MT and teachers in other departments
 - Visits to DOE web site and reading of school report cards
 - Maps of MT's and other teacher's classrooms
 - Phone calls to parents/caregivers of students in your MT's classes
 - Attendance at faculty and/or departmental meetings
 - Attendance at sporting and/or fine arts events in your placement school
 - Attendance at your placement school's PTSO meeting and/or open house
 - Charting the clothing styles of teachers, students, and administrators in your placement school
 - **(CAUTION: Many of your school districts have strict policies against videotaping students. Please check with your MT to determine what those policies are in your school for sharing student images on campus and adhere to them carefully. We must be highly aware of student confidentiality issues.)**
- Based on your collected data, create a portrait of your school and community so your cohort colleagues and instructors have a clear picture of the setting in which you will be working for the next year. This portrait can take many

different shapes. For example, you may want to create a web site, scrapbook, essay, school/community brochure, video, etc. Choose the form to fit the data you've collected, your creative abilities, and the key questions for block one.

- Along with your portrait, prepare a one-page written statement explaining why you chose this particular type of representation for your data and what you learned from completing it.
- The goal of this assignment is to demonstrate that you have begun to realize how to represent students, schools, and communities as a professional would.
- Note: You may complete this assignment individually or in collaboration with the other TCs in your placement school, but each of you must write the one-page statement.

2. Extended Think Piece - due Thursday, October 4

- Collect data on expectations for student learning and techniques for classroom management. These data will include (but are not limited to) the following four sets:
 - *Documents that support student learning*: samples of reading/writing surveys, inventories, and pre-assessments your MT uses; curriculum and pacing guides your MT uses; lists of different types of formative and summative assessments your MT uses; rubrics or other grading criteria your MT uses to communicate expectations and learning targets to students; study or preparation guides for EOCTs, GHSGTs or other standardized tests your students take; plans for classroom discipline your MT uses.
 - *Student Shadows*: Follow one-two students across the school day, ideally one who struggles in school and one who is more successful at academic tasks. Take field notes focused on your observations of assessment and management practices in these different classrooms. (**CAUTION**: You are not evaluating these practices, merely describing them. You should feel comfortable to show your notes to the teachers you observe.)
 - *Reader/Writer Interviews*: Conduct reader/writer interviews with at least two students, one who is more successful with academic tasks and one who struggles. We will develop interview questions together as a class. (**CAUTION**: 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.)
 - *Student Work Samples*: Collect student work samples representing high, middle, and low performance on a single assignment. Include the assignments, rubrics, and grading procedures used. (**CAUTION**: In order to protect student confidentiality you will need to remove student names from all collected work.)
- Read across these four extensive data sets several times. What strikes you about these data? What insights and new questions do you have as a result of collecting and reading these data? How do these findings affect your thoughts about planning for student learning and managing a classroom?

- Report your research findings in an extended think piece (four-six pages). You will find it helpful to use headings and subheadings as you write this think piece. Headings allow you to discuss different topics, themes, and categories that emerge from your data in an organized way.
- The goal of this assignment is to demonstrate that you can collect and reflect on data about your students and their learning and about effective strategies for assessment and classroom management.

3. Reflective Practitioner Journal (RPJ) Synthesis - due Thursday, November 29

- Across the semester you will be required to keep a journal of your experiences in your placement school. This journal can include, but is not limited to, observations of students and teachers, 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, or a more traditional daily or weekly diary. Use the format that best suits your writing style and personal preferences.
- Write a two-three page synthesis of what you have learned from keeping the RPG this semester. The synthesis should demonstrate your ability to reflect on your teaching and learning.
- In addition to the synthesis, attach two-three RPJ entries that show how you are thinking through failures, successes, and dilemmas as well as how you consider multiple factors influencing those events. I am more interested in deep reflections about your teaching and learning and the learning of your students than on “perfect” teaching performances. None of you is capable of perfection at this point in your career. Teaching is an ever-evolving process.
- The goal of this assignment is to demonstrate that you are reflecting on your teaching and learning and on the learning of your students.

Notes: