Instructor: Dr. Ken Lindblom
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Phone: 631-632-7303 (email is better)
Office Hrs: T 2:45-4:30; W 2:30-3:30, and by appt
Email: kenneth.lindblom@stonybrook.edu

Spring 2014
Stony Brook University
Wednesdays 4:00-6:50
EGL 441/CEE 588
Room: Humanities 3013

EGL 441/CEE 588
METHODS I:
METHODS OF TEACHING
LITERATURE AND COMPOSITION

Course Co-Requisite:
Students in this course must also register for Field Experience I: EGL 449 or CEF 551. For this co-requisite, 50 hours of field experience in grades 7-9 are required; 20 of those hours should be in “high-needs” districts, and 8 hours should be in special education settings. Further information regarding field experience will be given to you during the course. When you are in contact with a local school, you are a representative of this program. You are expected to be professional in all interactions (promptness, returning calls and emails (edited), politeness, etc.); if you have any questions about this, please contact Prof. Lindblom, who is happy to offer advice and assistance.

Course Description:
Welcome to your very first English course as a preservice English teacher. By accepting the invitation to be a teacher candidate in our English Teacher Education Program you have decided to prepare yourself for one of the most important, challenging, and rewarding vocations possible. You will find that in preparing you for a career in teaching, this course will hold you to very high standards of professionalism and intellectual effort. Because we are all working to educate children, we must be tireless in our professional efforts. But, while we must hold ourselves to high expectations, methods courses are also intended to provide you with the support you need to rise to those expectations now and in the future. Give all the course requirements your best effort, ask for help when you need it, and you will most likely succeed in this course.

Methods I will help teacher candidates develop a teaching philosophy grounded in the long-term best interests of their students and their students’ learning needs. The course will help teacher candidates design well-theorized teaching practice based on that philosophy and aligned with the NYS Common Core State Standards for English Language Arts.

Learning Objectives:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>EGL BA Learning Outcomes</th>
<th>EGL MA Learning Outcomes</th>
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<tbody>
<tr>
<td>• Use English education concepts and academic language at a level appropriate for a professional educator</td>
<td>EGL LO 4</td>
<td>EGL LOs 3, 6a</td>
</tr>
<tr>
<td>• Describe and make use of the New York State Common Core Standards for designing instructional units</td>
<td>EGL LO 4</td>
<td>EGL LO 6a</td>
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<tr>
<td>• Design lessons and units of instruction for English Language Arts, grades 7-12, following a professional planning template that aligns with the edTPA (a new NYSED requirement for certification taken during student teaching)</td>
<td>EGL LO 6</td>
<td>EGL LO 1, 3, 6a</td>
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<td>• Study videos of best teaching practices in action and write in-depth analyses using academic language appropriate for developing reflective teaching and for state certification assessment, including the edTPA</td>
<td>EGL LO 2</td>
<td>EGL LO 5a, 6a,</td>
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</table>
- Develop a useable familiarity with curriculum materials available from the NYS Education Department at the EngageNY website.
  
  | EGL LO 5b, 6a |

- Implement (through micro-teaching) lessons that demonstrate understanding of ELA methods and standards

  | EGL LO 6 | EGL LO 6a |

- Develop strategies for creating a motivating environment for students to learn

  | EGL LO 6a |

- Appropriately assess and provide useful formative and summative instructional feedback on student work

  | EGL LO 1 | EGL LO 6a |

- Understand effective principles and practices of classroom management and communication

  | EGL LO 6a |

- Reflect critically in writing and class discussion to assess their own teaching practice and teaching philosophy, making references to peer-reviewed research in English Language Arts

  | EGL LO 5 & 3 | EGL LO 5a, 5b, 6a |

- Demonstrate the desire and ability to continuously update their knowledge of the field and hone practices that reflect standards, best practices in teaching methodology, and the teacher’s own philosophy

  | EGL LO 6a |

- Employ strategies to educate children with special needs, diverse populations of students (including English Language Learners), and low income populations

  | EGL LO 6a |

- Demonstrate an understanding and appreciation of classroom and teacher research and its benefits for student learning

  | EGL LO 3 | EGL LO 6a |

- Show awareness of professional standards for English teacher dispositions (or attitudes)

  | EGL LO 6a |

**Required Texts and Memberships:**


***If affording these materials is a hardship for you, please alert the instructor so that arrangements can be made to ensure your ability to succeed in this course.***

**Recommended Texts:**


Additional required readings will be made available on Blackboard.

Students in this course are **required to join the National Council of Teachers of English (NCTE)**, which is the national professional organization for teachers of English at all levels. Enrollment forms for students may be found at the following: [http://www.ncte.org/join/student](http://www.ncte.org/join/student).

Membership provides access to useful on-line teaching resources and, for an additional fee, journals (for example, *English Journal* and *Voices From the Middle*—national journals written by and for high school and middle school English teachers). Student membership costs $25/year. Subscriptions to the journals are extra; it is recommended that students subscribe to *English Journal*. The subscription to *English Journal* adds $12.50 (for 6 issues).

**NCTE hosts an important, week-long conference every November. In 2014, the conference will be held in Washington DC, November 20-23.** [http://www.ncte.org/annual](http://www.ncte.org/annual)
It is recommended, but not required, that Methods students join the Long Island Language Arts Council, a local affiliate of NCTE (student membership $15/year). [http://www.lilac.ws/home.html](http://www.lilac.ws/home.html) LILAC hosts an important 1-day conference each year in Melville, Long Island. The 2014 conference will be on Friday, March 7. You are highly encouraged to attend this event.

It is recommended, but not required, that Methods students join the New York State English Council, our state affiliate of NCTE (student membership $15/year). The NYSEC homepage is: [http://www.nysecteach.org/](http://www.nysecteach.org/) NYSEC hosts an important, 3-day conference each year in Albany. The 2014 conference is October 22-24. You are highly encouraged to attend this event.

Social media and Web 2.0 technologies are becoming increasingly important in all facets of professional and social life. Students in this course will be required to create accounts and passwords on publicly-accessible sites in order to post writing and participate in discussion. In all cases, these will be free of charge. If any students are uncomfortable creating accounts, they should raise their concerns with the instructor so those concerns may be worked out.

**CEE 588/EGL 441 Blackboard Site:**

This class will make heavy use of our class Blackboard Site. Assignments and additional resources will be posted, and all students should check the site at least a couple of times per week for announcements. Access Blackboard at: [http://blackboard.stonybrook.edu](http://blackboard.stonybrook.edu). If you have used Stony Brook’s Blackboard system previously, your login information (Username and Password) has not changed. If you have never used Stony Brook’s Blackboard system, your initial password is your SOLAR ID# and your username is the same as your Campus Net ID, which is generally your first initial and the first 7 letters of your last name (if you have a sparky account, it’s your username). You may also find the Blackboard App useful on your tablet and/or smartphone. All e-mail addresses in Blackboard have been set to your official University e-mail address: @stonybrook.edu. You can no longer specify which address you’d like to use.

For help or more information see: [http://it.stonybrook.edu/services/blackboard](http://it.stonybrook.edu/services/blackboard). Course Components:

**Class Participation**

As preservice teachers you must attend every class on time and participate with dedication and zeal in small and large-group discussion, in-class writing, informal class presentations, microteaching, and all other in and out-of-class activities. A rubric for class participation will be distributed on the first day of class. Minimal standards for professionalism in teaching are very high. You simply cannot miss class, show up unprepared, or give less than your full effort in the course. If an emergency happens, you must do just as you would if you were an in-service teacher: give as much notice of your absence as possible to your instructor and to anyone else who will be significantly affected by your absence, and immediately address anything missed. Please also see the attendance policy on this syllabus.

**Academic Language Popplet**

One of the ways teachers demonstrate their expertise is by expanding their professional vocabulary. This assignment will give teacher candidates the opportunity to build their academic language to demonstrate and enable their professional growth by requiring them to generate a digital log of educational terms and concepts they have learned from the course (and in other courses) that they deem important. The log will be generated throughout the course and will be made by using an interactive, web 2.0 application called Popplet. More information will be given early in the course.
**Reading Responses**
Throughout the course, students will be asked to produce short writing assignments (or assignments in other formats that respond to the week’s reading assignment. All prompts for reading responses will be found on the Assignments Section of our class Blackboard Site.

**Unit Plans I and II**
Unit Plans are very specific templates for implementing long-term learning goals with your students, goals which align with New York State Common Core Standards for English Language Arts. Our program’s Unit Plan Format and other details regarding the unit plans will be discussed later in the course. Our template has recently been revised to align with expectations for the edTPA (a portfolio assessment now required by the NYS Education Department for all student teachers).

**Microteaching I and II**
In addition to turning in written Unit Plans, teacher candidates will also engage in “microteaching,” in which they teach a 10-15 minute portion of their unit plan in front of the rest of the class. The class will then engage in a reflection on the candidate’s performance to assist the candidate in assessing his or her own practical skills, building areas of strength and improving areas of weakness.

**Field Experience Blogs & Comments**
Each student will create a public blog to reflect upon field experience and will also read and comment upon blogs written by other students in the class. Students should not create or begin their official class blog until a procedure and a rubric for evaluation have been distributed. On a public blog, no school or person’s name should ever be used. Write nothing that will allow the schools or people you are discussing to be recognized. More information is forthcoming.

**Mid-Term Exam**
The course will include a mid-term exam, which is intended as an opportunity for the students in the course to demonstrate their careful attention to course material and their developing knowledge, skills, and dispositions as English teacher candidates. The exam will contain a variety of short written answers and short essays. Any topic of the course up to the exam day may be included on the exam. More information will be shared later in the course.

**Teacher Candidate Portfolio and Reflection**
This portfolio will be comprised of materials students have already completed and selected to demonstrate the depth and breadth of work from the course. Students will add an introductory reflection and check-list cover sheet. More information will follow.

**Grades:**
Grades for the course will be based upon the following:

- Academic Language Popplet = 10%
- Reading Responses = 10%
- Field Experience Blogs (5) = 10%
- Mid-Term Exam = 10%
- Unit Plan I = 10%
- Microteaching I = 5%
- Unit Plan II = 20%
- Microteaching II = 10%
- Class Participation = 10%
- Teacher Candidate Portfolio and Reflection = 5%

**Total** =100%
Attendance Policy:
Students must attend every class on time. Period. Attendance in methods courses is crucial for successful completion of the course. Teacher candidates are expected to act as professionals at all times. In order to account for emergencies, teacher candidates may miss one class without affecting their class participation grade; missing more than 1 will seriously affect the course grade. Missing more than 3 classes will result in failure of the course. If you must miss a class, please give the instructor as much prior notice as possible. Students must turn all work in on time, regardless of their attendance, and are responsible for contacting other students to find out what went was covered while they missed class. Two latenesses will count as an absence.

Writing and Documentation Standards:
MLA Format as presented in The Pocket Style Manual, Sixth Edition (Hacker and Sommers) will serve as the standard for correctness in documentation and style for this course. You may find more information about MLA style at the Purdue On-Line Writing Lab website: http://owl.english.purdue.edu/owl/resource/747/01/.

Stony Brook University Policies

Electronics Communication Statement:
Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is one of the ways the faculty officially communicates with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (http://www.stonybrook.edu/mycloud), but you may verify your official Electronic Post Office (EPO) address at http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo. If you choose to forward your official University email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail. If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu.

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. https://web.stonybrook.edu/newfaculty/studentresources/pages/disabilitysupportservices.aspx.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary.

Critical Incident Management:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.
Stony Brook University - Professional Education Program Conceptual Framework
(abridged)

PEP Themes
Our goal is to become a global leader in the professional development of educators by creating diverse learning environments that underscore the symbiosis of research, teaching, life-long learning, community service, and leadership. PEP's vision is rooted in three major themes that are deeply embedded within our practices and provide the principles that outline our structure. They provide the bases for our pedagogical research; they guide our reflective practices; and they support our partnerships, both within the university and within the broader community. Our three themes are:

- **Professional Excellence and Growth**: Candidates develop the knowledge, skills and dispositions essential for a successful career in the field of education. These skills include, but are not limited to, mastery of subject matter and pedagogical theory, instructional design and assessment, approaches for motivating learners, inquiry, reflective practice, leadership, classroom management strategies, and, for our leadership candidates, the ability to design and implement a strategic vision that involves all stakeholders in creating a positive learning environment in which all students can achieve their potential.

- **Community and Diversity**: Candidates learn that students construct knowledge in a myriad of individual ways that are influenced by such factors as ability, ethnicity, social environment of home and school, primary language, and gender. It is important for candidates to learn to recognize such individual student differences and adapt their instruction and strategic vision to individual student needs and to do so in a variety of diverse communities and classroom settings.

- **Leadership and Service**: Candidates develop qualities that prepare them for further professional development and leadership roles in the school, profession, and community, where they will serve and act as advocates for all students.

PEP Pathways

- **Research**: Stony Brook University's well-established reputation of excellence in research within and across disciplines provides teacher candidates with environments rich in myriad opportunities for professional growth and life-long learning within and across academic departments and centers at the University. Teacher candidates engage in a broad range of experiences that include research-based discourse, scholarly investigations, and professional development activities with colleagues and with peers.

- **Reflection**: PEP faculty are reflective practitioners and principled role models who are committed to teaching excellence, professional development, service, and scholarship. Reflective practice is integrated into all aspects of the teacher education program and is designed to enhance teacher candidates' professional growth and life-long learning. Reflection, in the form of discussion, observation and journals, allows teacher candidates to improve and develop performance-based skills as well as more general awareness of self, students, and classroom decision-making. Videotapes and portfolios provide additional channels for reflection and evaluation.

- **Partnership**: Teachers construct knowledge by sharing experiences, ideas and concerns about teaching and learning with peers through collaborative conversations. Partnerships provide peer support and raise awareness of multiple perspectives. Cooperative learning enhances construction of knowledge within communities of learners who engage in activities that include posing questions, formulating hypotheses, and discussing issues. These contribute to both learning and teaching. The student body at Stony Brook is widely diverse, with close to one-third of its undergraduates, including many teacher candidates, coming from homes in which a language other than English is spoken. Comfort with linguistic, social, ethnic, racial, and individual differences, and flexibility to teach and learn within diverse contexts, is intrinsic to our educational context. Our teacher candidates do their fieldwork and clinical practice in the nearby diverse community, including schools with students from 27 language backgrounds in a single building. In such settings, our teacher candidates learn to build partnerships with students from diverse backgrounds, and learn to lead them on their own pathways to growth and learning.

PEP Vision and Mission

PEP's vision has emerged from collaboration across disciplines through a meeting of minds, diverse academic perspectives, and cumulative professional expertise and experience. It encapsulates the diverse perspectives that forge our professional community and delineates our shared vision and goals that drive our practices at Stony Brook University. Our vision incorporates the knowledge and experience of our colleagues in P-12 schools, our alumni, and our candidates across disciplines.

To realize our vision, we have identified a number of concrete mission objectives:

1. Provide discipline-based professional education of the highest quality for undergraduate and graduate teacher and leadership candidates.
2. Integrate research and theories of the disciplines with diverse field experiences, and create educators who will continue to grow and synergistically combine evolving expert knowledge with pedagogy that exceeds state, national, and professional standards.
3. Integrate diversity into the academic and clinical experiences to enhance the continuous cross fertilization of ideas.
4. Build and strengthen partnerships within the University and with the regional community.
5. Provide leadership and professional development for the educational community of the region and beyond.

Candidate Proficiencies
An essential precondition for achieving our mission is to translate our vision into concrete measures or standards that can be used to inform our instruction and assess the achievements of our candidates and the effectiveness of our programs. However, to successfully operationalize these abstract principles, it is necessary to individualize them and adapt them to the specific needs of our candidates. PEP is divided into two broad sub-units -- the one relating to teacher education, the other relating to the education of educational leaders and administrators -- and we have developed two roughly parallel sets of candidate proficiencies that express a shared vision, but that do so in a way appropriate to the needs of each group. The teacher education candidate proficiencies are closely aligned with the Model Core Teaching Standards (2011) of the Interstate Teacher Assessment Support Consortium (InTASC).
The aim of our teacher education programs is to prepare candidates who:

1. Understand how children learn 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. Understand the individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
4. Understand the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Understand 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.
6. Understand and use 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. Plan 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. Understand and use 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.
9. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community), and adapt practice to meet the needs of each learner.
10. Seek 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.

Both sets of proficiencies are aligned with the PEP and Stony Brook University missions, the PEP themes, New York State standards, and INTASC/ELCC standards (respectively).

*SBU-PEP Abridged Conceptual Framework - Revised 10-09*
On Wednesday evening of each week, the assignments due for the following class are posted on our class Blackboard site (see the Assignments section). Below is the anticipated schedule of assignments and deadlines, but there WILL BE changes posted to Blackboard. 

Information posted on Blackboard supersedes the information below.

Readings are due on the dates listed. All readings—except the Christenbury and Giouroukakis & Connolly (Core) texts—may be found in the Assignments section of our class Blackboard Site. Please bring copies (printed or electronic) of all readings to the class meetings at which they are due. Please also see the Blackboard Assignments section for Guiding Questions for the reading, for reading response and blog post prompts, and other notes on assignments. Some hand-outs and other materials given out in class will also be posted on the Documents section of our Blackboard site. If there’s something you’d like to see on the BB site that isn’t there, contact the instructor to ask for it.

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**January 29**

**First Class**

In class:
- Introductions, Group Activity, and Discussion
- Intro Memo (State Exams Memo), Syllabus Distribution
- LEF and Field Experience Expectations
- Class Participation Rubric
- NYSCCSS Anchor Standards
- BB and Common Core Apps for download
- Next Week’s Assignments

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**February 5**

**Being and Becoming a Teacher**

**What Do Schools Expect Students to Learn?**

**Creating Unit and Lesson Plans**

Reading assignments:
- Christenbury Chpts 1 & 2
- Examine Read/Write/Think Lesson Plans, grade 7-12 (see Assignments on BB)
- Read Common Core Anchor Standards and look through the New York State Common Core Standards for English Language Arts (ELA) (pg 34-58, Grades 6-12) see Assignments on BB
- EngageNY website contents (See BB for specifics)

Additional Assignment:
- **Reading Response** due by Class (see prompt on Blackboard)

In Class:
- **Academic Language Log** assigned (checked periodically; due at end of course)

Note: **Mthds II Infographic** will be available today for response. Response due via Google Apps by Sunday, February 9th.
### February 12  
**Unit and Lesson Planning Continued**

**Read:**  
- Christenbury Chpt 3  
- Core pgs 1-18  

**Additional Assignment:**  
- **Response to Mthds II Infographic due Sunday, September 8th**  
- **Reading Response due** by Class (see prompt on Blackboard)

**In class:**  
- Unit Plan Format  
- Bloom’s Taxonomy  
- Vygotsky’s Zone of Proximal Development  
- Lists of Methods and Materials for Teaching English  
- **Unit Plan I and Microteaching I assigned**

### February 19  
**Teaching Literature**

**Read:**  
- Christenbury Chpt 5  
- Core Chpts 2 & 3  
- Selected NYCCSS Exemplar Lessons (See BB for specifics)  

**Additional Assignment:**  
- **1st Field Experience Blog** Post due by Class and Two Comments on Other Blogs due by this Saturday at midnight (see BB for prompt for this and all future Blog Posts)

**In Class:**  
- Review of Literary Theories

### February 26  
**Teaching Literature (continued)**

**Read:**  
- In addition, One of Three essays on teaching literature from recent issues of *English Journal* will be assigned to you: see BB (Dulaney, Broz, Chisholm & Trent)

**Additional Assignment:**  
- **Reading Response** due by Class (see prompt on Blackboard)
March 5

**Accommodating Students with Special Needs**
(e.g., working with English Language Learners (ELLs) and Students with “Individual Education Plans” (IEPs))

Read:
- DelliCarpini, Margo. “Success with ELLs” *English Journal* columns to be selected later.

Additional Assignment:
- 2nd **Field Experience Blog** Post due by Class and Two Comments on Other Blogs due by this Saturday at midnight (see BB for prompt for this and all future Blog Posts)

In Class:
Guest Speaker (Tentative): Dr. Patricia Dunn, Guest Editor of *English Journal’s* November 2010 issue, themed “Re-Seeing (Dis)Ability,” will speak on the topic of accommodating students with disabilities.

**Unit Plan I Draft Due today via email by the end of the day.**

March 12

**Classroom Management & Microteaching I**

Read:
- Christenbury Chpt. 4

In class:

**Microteaching I, Day One**

**Unit Plan I due in class**

March 19

**Spring Break**
**Sorry, No Class**

March 26

**Teaching Language and Microteaching I (continued)**

Read:
- Christenbury Chpt 6
- Core Chpts 8 & 9

Additional Assignment:
- 3rd **Field Experience Blog** Post (about classroom management) due by Class and Two Comments on Other Blogs due by this Saturday at midnight (see BB for prompt for this and all future Blog Posts)

In Class:

**Microteaching I, Day Two**
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<tr>
<th>April 2</th>
<th>Teaching Language (continued)</th>
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<td>Read:</td>
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<td>In Class:</td>
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<tr>
<td><strong>Midterm Exam #1</strong> (first hour of class)</td>
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<tr>
<th>April 9</th>
<th>Teaching Writing</th>
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<td>Read:</td>
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<tr>
<td>• Christenbury Chpt 7</td>
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<td>• Core Chpts 4 &amp; 5</td>
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<td>• Selected NYCCSS Exemplar Lessons (See BB for specifics)</td>
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<td>• Other essays TBA</td>
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<td>• <strong>Reading Response</strong> due by Class (see prompt on Blackboard)</td>
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<th>April 9</th>
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<td>Unit Plan II and Microteaching II assigned—discussion w/instructor required (in person or via Skype)</td>
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<th>April 16</th>
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<td>Read:</td>
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<td>• Essays TBA</td>
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<th>April 23</th>
<th>Teaching Writing (continued) &amp; Teaching Speaking and Listening</th>
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<tr>
<td>Read:</td>
<td>Core Chpts 6 &amp; 7</td>
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<th>April 23</th>
<th>Unit Plan II Draft Due</th>
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April 30

**Teacher Ethics and Dispositions & Microteaching II**

Read:
- Christenbury Chpt 10
- Dispositions Standards: InTASC, NYS Code of Ethics, NCTE Attitudes

Additional Assignment:
- 4th Field Experience Blog Post due by Class and Two Comments on Other Blogs due by this Saturday at midnight (see BB for prompt for this and all future Blog Posts)

In class:

**Unit Plan II Due**
**Microteaching II, Day One**

Complete Online Course Evaluation before end of semester

May 7

**Last Class: Microteaching II (continued)**

In class:
- Final Remarks

Additional Assignment:
- 5th Field Experience Blog Post due by Class and Two Comments on Other Blogs due by this Saturday at midnight (see BB for prompt for this and all future Blog Posts)

**Microteaching II, Day Two**

**Academic Language Popplet Due by class**

Complete Online Course Evaluation

*Teacher Candidate Portfolio & Reflection due by Tuesday, May 13 at 4 pm*