Faculty Development Plan

I. Scholarship

Self-Assessment. The pursuit of a focused research agenda is my top priority as I begin my career as an assistant professor. Using qualitative research methods such as narrative inquiry (Chase, 2008; Clandinin & Connelly, 2000) and multiple-case study (Gerring, 2007; Yin, 2009), methodologically based in the traditions of philosophical hermeneutics (Gadamer, 1975; Ricoeur, 1981), my research explores the following issues: First, the influence of student-teacher transactions in the formation of learner identity and ability; and second, pre-service teacher training that prepares new teachers to interact with and teach students through strategies and assessments that maximize student learning.

As I pursue my two-fold research agenda, I plan to adhere to a few practices instilled in me by various mentors throughout my career. First, I try to write for at least 15 minutes each day (usually more). This practice supports my second goal: to always have a manuscript on schedule for publication, at least one submitted and awaiting a decision, and one currently in production for publication. This goal not only helps me stay motivated as I work on various projects, but will also greatly increase my probably of meeting my publishing goals. Third, I am trying to optimize my production as a scholar by only proposing and presenting sessions with potential for future publication. Finally, I aim to publish my work in the best journal for each particular piece. In other words, although my work is focused, the ideal journal for each publication that results from my research may vary. As I consider my audience I will seek to place my work in the venues where it will make the greatest impact.

These pieces of advice directed my scholarship efforts this year and helped me maintain an active researching, writing, and presenting schedule. By revising my dissertation research, drafting and submitting articles, and writing in response to calls for manuscripts in various journals specific to my work, I have kept manuscripts circulating through this cycle. I am also currently conducting new research as I draft articles based on previous work and await decisions on articles that evolved from conference presentations last year.

Goals. My goals for scholarship this year include:

- Researching: Continue to collect and analyze iPad study data with my co-researcher and our undergraduate research team.

- Presenting: Present a session at The Conference on English Education (CEE), exploring the uses of dialogic teaching and mentoring in English teacher training and education.

- Writing: Revise my dissertation and answer the following calls for manuscripts:
  - “Reaching Them All, ALAN Has Books for Everyone,” The ALAN Review, due July 1st.
  - “From Novice to Expert: The Development of Professional Educators” English Journal, due November 15th.
II. Teaching

Self-Assessment. The content of my classes and the pedagogical research I conduct make teaching a constant focus of my work at BYU. Although these factors inherently lend themselves to my development as a teacher, because I teach future teachers, my own teaching practices are subject to constant critique. Educational research suggests that, despite all the training pre-service teachers receive, they most often model their own teaching after the ways they were taught (Korthagen et al. 2006; Lortie, 1975/2002). Although I can tell my students about approaches they should adopt as teachers, it’s essential that I show them through my own practices. For this reason, I need to develop my skills as a teacher and model the habits and practices my students need to develop as well.

My philosophy of teaching emphasizes the importance of collective inquiry and dialogue in learning. Russian literary critic and philosopher Mikhail Bakhtin (1984) explained, “Truth is not born nor is it to be found inside the head of an individual person, it is born between people collectively searching for truth, in the process of their dialogic interaction” (p. 110). From this perspective, truth results from dialogue between people. In dialogical classrooms students learn in dialogue with texts, their teachers and one another. This theoretical stance also reflects predominant views in education pointing to the significance of autonomy and collaboration to increase motivation and create self-directed learners.

As a result, I need to facilitate authentic inquiry through open dialogue and reflective conversations in a safe environment where all class members feel they have something valuable to share. This year, in order to continually assess the nature of my teaching, I have invited midterm and end of term feedback from my students and asked colleagues to observe me teach. Now that I have experience teaching and the benefit of feedback from colleagues and students, I see more clearly what I need to change and revise in my courses.

Goals. My goals for teaching are as follows:

- Participate in workshops during the New Faculty Development Spring Seminar designed to improve teaching, specifically the courses “Teaching with Learning Suite” and “How to Make Courses Engaging for Students.”

- Incorporate student evaluation comments and feedback from previous semesters into the following course revisions:
  - Synchronize the course learning outcomes with the course assessments to ensure that all outcomes are being assessed.
  - Create or revise assignment sheets and grading rubrics for each of my major course assessments in order to clarify expectations for students and more clearly define assessment criteria.
Develop “evaluations for daily lesson plans” assignment in Engl 377 to model effective feedback principles, thus preparing students to receive and give feedback in their student teaching experience and to practice techniques of reflective practitioners.

Conduct informal midterm evaluations for each of my courses, thus allowing me to troubleshoot potential issues or clarify concerns before the end of the course.

III. Citizenship

Self-Assessment. This year I’ve enjoyed learning from the other members of the English Teaching Committee and working as an advisor in the English Teaching Program. Because I have only recently begun my work in this program, these assignments have immersed me in the details I need to learn and acquainted me with the students and faculty of our program. Through this work, I have become interested in the mentoring of pre-service teachers and providing opportunities to help them prepare for their future careers or graduate school. I look forward to continuing my service in these capacities in future years.

Beyond the department, I have actively participated in local organizations that support the work of English and literacy educators, such as the Utah Council of Teachers of English (UCTE) and the Utah Council of the International Reading Association (UCIRA). Although my previous experience working as a secondary English and reading teacher in Utah County has helped ease my transition back into the statewide English education community, I still need to connect or reconnect with teachers and colleagues from the area. Attending and presenting at the UCTE Conference and the UCIRA Conference this year provided opportunities for me to establish and strengthen these relationships.

Similarly, I am seeking out opportunities to participate in the national English Education community by continuing my involvement with the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), as well as by joining the Council on English Education (CEE). Each of these organizations will help me interact with like-minded individuals and provide opportunities to serve in these organizations. In the past I reviewed articles for different professional journals and served on The Children’s and Young Adult Book Award Committee. I will seek out similar service opportunities as I attend conferences and interact with others in my field.

Goals. My goals for citizenship at the departmental, state, and national level are as follows:

• Department:
  o Mentor students to participate in the ORCA grant program by introducing the concept of ORCA grants in Engl 276 and showing how the “Issues Project” assignment in Engl 276 creates a foundation for ORCA inquiries.

• Local/State
  o Work as co-editor for the Utah English Journal for the 2012-2013 year.
• National

  o Serve on the 2013-2014 committee for the International Reading Association Children’s and Young Adults’ Book Awards.

  o Present at the Conference for English Education (CEE) in July 2013 and at the annual conference for the National Council of Teachers of English (NCTE) in November 2013.
Course Development Project Grant Proposal

For my course development project I will be re-designing my syllabus for English 377: Teaching English in Secondary Schools. English 377 serves as the culminating course for pre-service teachers preparing to student teach the following semester. It combines the theories, research, and practices students have learned in their other English teaching courses and requires them to apply principles of planning and teaching as they prepare to student teach.

As faculty in the English teaching program, we have recently discussed the need to adapt this course to better prepare our students for the student teaching experience. Formally and informally I have met with our program director and the two other faculty members who teach this course to better understand their concerns about some of our current approaches. Although we each structure the course differently, we recognized multiple elements that could be changed or adapted to better support our students’ preparations for their work in the schools. This fall I will be piloting some of the ideas our team has discussed to see whether or not these changes will result in permanent changes to the course.

In order to support my course development project, I am seeking funding to help me attend the National Council of Teachers of English (NCTE) conference this November. At this conference I intend to participate in sessions sponsored by the Conference on English Education, which focuses specifically on issues of teaching research for English educators. In these sessions I will meet with other teacher educators to discuss different pedagogical approaches to teacher education. These sessions will give me opportunities to not only learn from other teacher educators, but also to share what I have done in this course development project as I dialogue with colleagues from around the nation.

Registration for this conference and the CEE Colloquium is $400.00. If I am awarded the $300.00 grant available to support my course development project, I will put this money towards covering registration fees for this teaching conference.
Citizenship Project Proposal

Collaboration and relationships play an integral role in the teaching and research I will engage in at BYU and within the local and national context of my field. Therefore, it is my desire to build healthy relationships with my colleagues, particularly in my program area, as well as across my department, the university, and in the field of English education. These relationships will not only help me learn to navigate the details of a scholarly life, but also create the foundation for future collaborative endeavors.

For my citizenship project I will engage in a variety of collaborative endeavors with three of my colleagues in the English teaching program to re-design and pilot changes to the course English 377: Teaching English in Secondary Schools. English 377 serves as the culminating course for pre-service teachers preparing to student teach. It combines the theories, research, and practices students have learned in their other English teaching courses and requires them to apply principles of planning and teaching in their practicum placements.

To begin this project I have engaged in a variety of conversations aimed at identifying specific issues of focus. As a program we have recently discussed the need to adapt this course to better prepare our students for the student teaching experience. Formally and informally I have met with our program director and two of the other faculty members who teach this course to better understand their concerns about the current model. Although we each approach the course differently, we recognized multiple elements that could be changed or adapted to support student preparation for their work in the schools.

Beyond the collaboration that has already taken place in the form of brainstorming possible assessment changes and modifying course outcomes, I will also be seeking feedback about drafts of my syllabus from colleagues in my program area. This fall one of my colleagues and I will be piloting some of the ideas our team has discussed to see whether or not these modifications will prove beneficial and possibly result in permanent changes to the course. This simultaneous teaching approach will allow us to plan together and provide structured feedback to one another as we work to implement these adaptations. At the conclusion of the semester we will offer feedback on which changes we felt worked well and which still need consideration for others who will teach this course or who are interested in our findings. It is my hope that besides proving a valuable learning experience for me, I will also contribute to furthering the aims of our program.
Scholarship Strategies Project

Literacy teachers and researchers study a variety of texts, but in many ways the most important texts they study, interpret, and analyze are their own students. How teachers read and interpret their students, how students read and interpret their teachers, and how students and teachers interpret themselves influences their understandings of literature, writing, language and the classroom. It’s amidst these interpretations and misinterpretations that I focus of my research.

Specifically, my research agenda as a literacy researcher and pre-service teacher educator aims to explore the role of identity in learning. In the case of struggling adolescent readers, this includes seeking to understand the role of schools, teachers, peers, educational constructs, past experiences, and cultural influences on the way they perceive themselves as readers and learners in the classroom. In the case of pre-service teachers, this includes seeking to understand what approaches and mentoring practices will prepare pre-service teachers to succeed as classroom teachers.

As a part of the Spring Seminar I completed the “Inventory of Strategies for Increasing Scholarly Productivity.” This inventory helped me consider various practices I should develop now in order to establish lifelong habits that will contribute to a productive scholarly life. Although many of the strategies listed appealed to me, I know I would become easily overwhelmed if I tried to adopt all of them at once. Therefore, I selected one in each of the categories listed (getting ideas; research and data analysis; writing; feedback; and publishing) to work towards between now and February 2014. It is my hope that once I incorporate these practices into my routines, I will then be able to adopt others. (See Table 1).

**Table 1. Specific Strategies of Scholarly Productivity That Will Lead to Increased Productivity:**

The table below lists the strategies I selected in each category as a result of this inventory, the specific plan I developed to incorporate the strategy into my own practices, and how I will evaluate whether or not I accomplished each goal in February 2014 when I submit my Scholarship Strategies Project Report.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Plan to Incorporate Strategy into Practice</th>
<th>Method of Evaluation</th>
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<tbody>
<tr>
<td><strong>Getting Ideas:</strong> Join a new professional association and attend their professional meetings</td>
<td>In July 2013 I will attend the Conference on English Education meeting where I will present research on dialogical teaching approaches in a panel discussion with two of my colleagues</td>
<td>Feedback from presentation participants and my fellow presenters after the session</td>
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<tr>
<td><strong>Research &amp; Data Analysis:</strong> Regularly involve students in research</td>
<td>This summer Jon Ostenson and I will continue to analyze data with undergrad researchers to prepare for a poster presentation at NCTE this November and publication at a later date</td>
<td>Successful presentation of the research at the NCTE annual convention in November</td>
</tr>
<tr>
<td>Writing: Set aside daily blocks of time to write</td>
<td>This summer and fall I will be writing during blocks of time (10-1 non-teaching days; 1-3 teaching days) in response to specific calls for articles in <em>English Journal</em>, <em>The ALAN Review</em>, and other venues</td>
<td>Calendar of accountability with writing group Meeting the deadlines of the calls for articles (<em>The ALAN Review</em> July 1, 2013; <em>English Journal</em> November 15, 2013)</td>
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<tr>
<td>Feedback: Meet regularly with peers to share drafts and get feedback</td>
<td>This summer our writing group has committed to writing 15 hours a week. This fall we will resume our regular every other week meetings to give and receive feedback about writing projects.</td>
<td>Attendance at writing group meetings with drafts for feedback</td>
</tr>
<tr>
<td>Publishing: Have at least one writing project in the works, one project out for review, and one accepted for publication</td>
<td>I will write according to my established schedule, submit manuscripts to the most desirable journals first, then keep revising and resubmitting in alternative journals until they get accepted somewhere.</td>
<td>Acceptance/publication of at least one article before Feb 2014</td>
</tr>
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</table>

Although I will be working towards incorporating all the habits described above into my daily practice, most of them prove difficult to measure or assess beyond self-reporting. For this reason, for my scholarship project I will focus specifically on submitting a manuscript for *The English Journal* 2013 call for manuscripts entitled, “From Novice to Expert: The Development of Professional Educators.”

This specific project will help me develop the habits I selected in a variety of ways. First, the focus of the call is directly connected to the teaching I do in the classroom as I train future teachers and will be the subject of my presentation this summer at the CEE meeting. Second, although it is not directly connected to the data analysis I am involved in with Jon and our undergraduate research assistants, the practice of involving undergraduates in research is one of the principles I will be discussing in the article. Third, writing towards this specific call with an established deadline will give focus to my writing sessions between now and November. This practice should result in drafts of manuscripts for me to share with my writing group this fall where I can receive feedback from my peers before I submit this article for publication. Finally, it is my hope that this whole process will result in a manuscript accepted for publication next summer.
ENGL 377: Teaching English in Secondary Schools  
Section 2, Fall 2012  

Contact Information  
Instructor: Office: Email:  
Office phone: Cell phone: Office hours:  

ENGL 377 Course Description  
English 377 synthesizes many of the theories and ideas from the other English teaching courses (329 420, 423, 378) and should be a course that helps you make sense of and apply those ideas effectively as you continue to develop your own teaching philosophy. All of the other courses in this program will contribute to your thinking about how and what to teach in your future classroom. Thus, every course you have taken on campus and every experience you have in your school placement will contribute to your emerging thoughts about teaching English in secondary schools.  

This course is designed for English teaching majors who have successfully completed ENGL 276R and who intend to student teach in Winter 2013. If you do not meet these requirements, you should not be taking this course.  

Course Outcomes  
Students will be able to:  
• Write effective lesson plans with clear objectives and appropriate activities and assessments that promote and measure the desired learning for a variety of learners in an English/language arts classroom.  
• Develop a unit plan that shows the ability to integrate all areas of language arts; to correlate unit goals, activities, and assessments; and to show understanding of current best practice.  
• Establish patterns for future professional practices by accessing and evaluating ideas in professional journals and conference presentations.  
• Show how context influences good instructional decisions and how a variety of assessments can foster student learning as well as measure it for diverse students.  
• Develop their ability to improve as teachers in the future by reflecting on their teaching experiences through both talk and writing.  
• Analyze readings to extract main ideas, synthesize readings with their own ideas/experiences and those of others in the classroom, and reach well-supported conclusions.  

Core Readings  
We will be reading all of the following text:  

*Teaching English by Design: How to Create and Carry Out Instructional Units* by Peter Smagorinsky. Portsmouth, NH: Heinemann, 2008. ISBN 9780325009803  

Please be sure to purchase these texts as soon as possible. In addition to the required readings, there will be articles and chapters available to you through the electronic course reserves. The course password is coo377.

**Course Cautions**

As part of an inquiry-based classroom, the framework that follows is a tentative outline of the semester rather than an official schedule. As we read, study, and discuss the issues that we all see as important, the reading assignments and discussions may change according to individual and mutual interests. Therefore, please understand that anything written here could change as the course progresses, knowing that such change would come only as the result of class negotiation, adequate warning, and a more beneficial curriculum for all.

**Professionalism**

Attendance, punctuality, preparedness, participation, and collegiality all contribute to your process of becoming a professional. It’s essential that you realize that the first day of this course is the beginning of our professional experience together and a point when I begin compiling data for your individual letters of recommendation. For this reason, I offer the following advice.

**Attendance & Punctuality:** Absenteeism is a problem in any professional position, including teaching. Please attend every class and **arrive on time (even if it is an 8:00AM class)**; this demonstrates your commitment to learning and to the profession of teaching. Attendance will be factored into your final grade for the course. Late arrivals and early departures will be noted and two will count as one absence. Absences will affect your grade after the second absence, with each succeeding absence dropping your final grade by three percentage points. Please plan to attend every class on time and remain in class until the end of each session.

If an absence is completely, entirely, absolutely, totally, and utterly unavoidable, please email me to let me know that you will be missing class and the reason for your absence. You will be responsible for learning all missed material, including any announcements made in class.

During the school practicum experiences, you are required to call first your mentor teacher and second, your university supervisor/instructor, as soon as you know you will be absent or late. Also, if you are expected to meet with a group of your classmates for project planning, you should let one of them know in advance you will not be in class.

**Preparedness:** Carefully and critically read all assigned readings prior to class and complete all assignments on time. If you will not be able to complete the readings for this course, please do not take it. I expect you to make note of your thoughts and reactions as you complete the readings. Successful class sessions depend on thoughtful and careful reading, attentive listening and a willingness to participate in discussions and activities.

**Participation & Collegiality:** Your engagement in class, your willingness to do the assigned work and do it well, in addition to your ability to wrestle with the theories and
ideas in a collegial environment all play a part in your ultimate evaluations. Please plan to:

- Contribute regularly to class discussion without dominating those discussions
- Regularly ask questions and make thoughtful comments. Show evidence that you respectfully listen to and consider the ideas of your classmates.
- Do your part to advance a sense of classroom community. Contribute to class discussions, participate in activities, and provide appropriate and constructive feedback in both whole group and small group activities. Active listening, thinking, and responding are essential.
- Completely refrain from side-talking, working on other assignments during class, dozing off, or directing your attention elsewhere.
- Keep all cell phones out of sight and out of mind. Laptops can contribute to our learning or distract you from participating and engaging. Please use them appropriately and for class use only. I will ask you to put these away if I feel they are interfering with your ability or the ability of others to participate fully in class.

Part of being collegial means sharing your ideas and showing respect for other peoples thinking. Whenever possible find ways to be helpful to members of the class (that includes the instructors). Concentrate on encouraging and supporting one another as we each work to do our best as educators.

Requirements

Pre-Class Preparation: As future English teachers, you know that what readers do before, during, and after they encounter a text is key to their comprehension of the material. Similarly, what you do as you prepare for our class discussions not only influences your ability to master the material, but also your ability to engage in class discussion. Consequently, each day you will be asked to participate in certain before, during, and after reading habits to prepare for this class.

BEFORE you complete the reading, I will provide you with a purpose for your reading by sharing a question to guide your reading of the text, indicating specific ideas you’ll need to be sure to understand before the next session, and sometimes inviting you to craft questions or make other preparations for the following class session.

DURING your reading you should annotate the text (either as a hard or electronic copy) by asking questions, making connections, searching out the answers to the questions I posed at the close of the previous class.

AFTER your reading you should complete the reading assignment by re-reading sections you did not understand, preparing your answer to the question that guided your reading of the text, and completing any requested preparations for the forthcoming class session.

You will receive 10 points for your preparation for each session. Some days these points will result from in class writings in response to the readings, other days as a self-reported score, or possibly even a quiz. However, these points are not meant to be punitive; rather, they are meant to reward you for preparing thoughtfully for each class session.
Teaching Assessment: Throughout this course we will take time to reflect and discuss what good teaching looks like. As a part of this ongoing discussion, for one class session each of you will be assigned to take notes on and critique my lesson plans and teaching. As you prepare for this assignment, begin by studying the lesson plan provided. Then, as you observe class on your assigned day, consider the following questions:

- How do the objectives for this day’s lesson align with the course outcomes and assessments listed in the syllabus?
- What teaching strategies used help students reach the objectives for this session?
- What “teacher moves” supported or restricted dialogue, participation, or student involvement?
- What ideas, approaches, and experiences might you use in your own lesson preparations? What ideas, approaches and experiences might not work as well with middle or high school aged learners?

Take notes as you observe class and be prepared to comment during the end of class discussion about at least three of these questions. Due throughout the course.

Conference/Book Response: One thing good teachers do is look for renewal, not only as individuals but also as professionals, and one of the ways they renew is through conference attendance. This year, the Utah Council of Teachers of English (UCTE) is holding its annual conference in Salt Lake City on November 1st. I can’t pass up this opportunity to introduce you to the benefits of conference attendance. Be sure to register for the conference by the deadline. Then, after you’ve attended, write a 2 1/2 to 3 page reflection of your experience: What speakers or presenters did you hear? What did they share that was of interest and value to you as a pre-service teacher? Use the rubric below to as you evaluate the depth of reflection demonstrated by your response.

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<thead>
<tr>
<th>Reporting</th>
<th>Responding</th>
<th>Relating</th>
<th>Reflecting</th>
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<tbody>
<tr>
<td>Tells about your experience</td>
<td>Re-tells the experience and explains feelings about it, but makes observations or judgments without explaining their significance</td>
<td>Identifies aspects of the experience which had personal meaning</td>
<td>Explores or analyzes a concept, event, learned during the experience</td>
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<td></td>
<td></td>
<td>Connects with prior or current experiences</td>
<td>Identifies their own strengths and weaknesses connected to the experience</td>
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<td></td>
<td></td>
<td></td>
<td>Raises questions concerning what these ideas mean for their own future practice</td>
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IF you can’t or don’t attend the conference, read a book about teaching English (must be approved by me). After reading, write a 2 1/2-3 page detailed summary and analysis of the book. Involved in your analysis, consider what your reading makes you consider (or reconsider) about teaching English.
With either option, use evidence to support your ideas and employ your best writing skills. Be specific and include vivid, useful details. Due November 5th.

**Unit Overview & Text Set:** As the name suggests, in this final assignment you will show your ability to plan an English/language arts unit that effectively integrates the teaching of reading, writing, and presenting. This overview will consist of two parts.

First, you will complete the unit overview chart. This chart requires you to demonstrate your ability to craft an essential question to guide the inquiry for the unit, as well as to demonstrate your ability to align the Utah Core Standards with your unit objectives and assessments. You will also describe, in depth, your culminating assessment for the unit and your rationale for teaching what you’re teaching in the unit, why you’re teaching it, and how you’ll go about teaching it.

Second, you will be required to compile a set of texts and resources that could be used to support inquiry about this question and the teaching of these objectives and standards. You will include a reference list of MLA cited resources and a brief explanation of how this text set might best be used. More information about each of these sections will be reviewed in class and requirements will be outlined on the unit overview & text set grading sheet. Due October 29th.

**Pedagogical Inquiry Project:** After you complete your unit overview and text set, you should have lingering questions about specific diversity issues in English teaching. Perhaps designing your text set caused you to question how to reach readers of different ability levels within the same class. Maybe the texts you selected prompted you to consider the influence of racial, religious, ethnic, or gender differences in student learning. You might also be wondering how incorporating different learning styles into your classroom can help support student learning.

Whether your question deals with a pedagogical approach or an ethical issue, this assignment asks you to research a topic related to diversity and English teaching that is of interest to you personally.

After you decide on a focus, you will select at least four good articles or book chapters about the topic. Do NOT simply get any four articles. If one article isn’t helpful or related, find another. Write a bibliographic entry for each source using correct MLA format. Then annotate each article by BOTH summarizing and evaluating the article. Be a critical reader and show you have seriously processed content.

Finally, write a concluding section. This should include a short summary of your conclusions based on your research, including an explanation of how this information will be helpful to you as a teacher. Pull ideas together, but do not report information. Instead, extend and apply what you’ve learned in a reflective manner (see reflections rubric above). You will receive a rubric for this assignment. Due November 12th.

**12/60 Plan:** This outline of the entire school year requires you to see the larger picture in terms of what you will teach and when you will teach it.
Begin by gathering the 60-day calendar for your district and/or school, highlighting holidays, end of term deadlines, and other special school events or days for the semester you will student teach. Next, review the Utah Core State Standards and consider which texts and units will help you best meet these standards. When will you teach these units? What essential questions will guide these units and how will they work together to support your overarching year-long inquiry? How will you teach them and in what ways do the skills and texts you’ll teach build on one another?

Finally, plug in unit inquiry questions, major texts to be studied, special school events, holidays, end of term deadlines, and class activities on your semester calendar. More information will be reviewed in class and requirements will be outlined on the grading sheet. Due December 10th.

First Day Plan & Materials: Based on the readings for this course or other ideas you’ve gathered, prepare a lesson plan and materials for the first day of class. Include your anticipatory set, a disclosure document, and other materials that will pertain to your class and class policies. Demonstrate how you can promote meaningful literacy engagement from the first day of school that simultaneously helps you build a classroom community, assess student abilities and interests, and learn about their unique needs. Due December 12th.

Process of Becoming Pecha Kucha: A Pecha Kucha presentation consists of 20 images each displayed for 20 seconds, accompanied by a discussion of central ideas associated with the images. The images advance automatically as the presenter speaks about each slide. The entire presentation lasts for exactly 6 minutes and 40 seconds. This format allows the presenter to be informative and concise, but also demands a certain amount of creativity.

For your final, you will design a pecha kucha that summarizes your process of becoming a teacher up to this point. Begin by considering where you started as a student in 276 (a useful exercise here might include revisiting your application to the program or some of your reflection papers). What major milestones or moments marked changes in you and your ideas about the discipline of English, students, teaching, and learning? Where are you now? Where do you hope to be by the end of student teaching? Your presentation should address the following:

- What major milestones or moments marked changes in you and your ideas about the discipline of English, students, teaching and learning?
  - What experiences brought you to this profession? What have the experiences you've had in the course and in your experiences at the university that have informed your sense of what it means to be an English teacher?
- Where are you now?
  - What ideas have you learned in your English pedagogy classes that have become your “beliefs” about teaching English? How have you seen these beliefs mirrored in your practicum experiences?
  - What strengths do you see in yourself as a student teacher (consider this question in terms of the learning environment, planning and
instruction, knowing and engaging students, assessment and professionalism)?
  o What challenges in the classroom do you expect to face as a student teacher (consider this question in terms of the learning environment, planning and instruction, knowing and engaging students, assessment and professionalism)?
  • Where do you hope to be by the end of student teaching and how will you get there?
    o What do you hope to learn or develop as a student teacher to help reinforce or strengthen the strengths you’ve identified as a future professional?
    o How will you address those challenges you identified?

These will be shared in class in front of your peers during the time designated for your final examination. Although there is no written component, the words you speak as you deliver your presentation will be a key element. Please plan, practice, and prepare accordingly. You will be assessed on the delivery of your presentation, your slide design, and the content you share. More information about the grading requirements will be outlined on the grading sheet.

Some advice: I’d strongly suggest you collect materials throughout the semester. Also, some guidelines on how to successfully create and deliver this kind of presentation are available at the following link: http://avoision.com/pechakucha  Due December 19th.

**Grades**

In summary, the point totals for this course are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Pre-class preparation</td>
<td>180</td>
</tr>
<tr>
<td>Teaching assessment</td>
<td>50</td>
</tr>
<tr>
<td>Conference/book response</td>
<td>60</td>
</tr>
<tr>
<td>Unit overview &amp; text set</td>
<td>200</td>
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<tr>
<td>Pedagogical inquiry project</td>
<td>200</td>
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<tr>
<td>12/60 plan</td>
<td>100</td>
</tr>
<tr>
<td>First day plans &amp; materials</td>
<td>60</td>
</tr>
<tr>
<td>Process of becoming Pecha Kucha</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

Since credit for majors or minors is based on a grade of B- or better, I do not go below that on this chart. It is, however, possible to earn a grade lower than that in the course. *English department policy requires that any paper with significant problems with conventions cannot receive an A grade.* **Proofread your writing.**

92% - 100% A   82 % - 87% B  
90% - 91% A-   80% - 81% B-  
88% - 89% B+  

Assignments must be turned in on time according to the scheduled deadlines. You will lose 10% per day (including weekends) for each day an assignment is late.
<table>
<thead>
<tr>
<th>Date</th>
<th>Focus Qs</th>
<th>Preparation</th>
<th>Assignments Due for Class</th>
</tr>
</thead>
</table>
| 9/3   | What are the expectations for me in this course?                         | ▪ Read & annotate course syllabus  
▪ Begin reading class novel                                                                                                                                                                                                                                                                                                             | none                                                                                      |
| 9/5   | What does it mean to teach English/LA in secondary schools?              | ▪ Read Burke, “Introduction: Teaching English in the Twenty-First Century” (p. xiii-xxiii)  
▪ Read TED ch 1, “Students' Ways of Knowing” (p. 4-18)  
▪ Read “The Preparation of a Timeless Teacher”  
▪ No on-campus class; complete online discussion assignment through digital dialogue                                                                                                       | none                                                                                      |
| 9/10  | How are standards used? How does a teacher decide what to teach? What's the difference between a goal and an objective? | ▪ Familiarize yourself with the Utah State Core English/LA standards 6-12  
▪ Read Wiggins & McTighe, “Essential Questions: Doorways to Understanding”  
▪ Review goals and objectives at: http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/index.htm  
▪ Finish reading class novel                                                                                                                                                                                                                                           | none                                                                                      |
| 9/12  | How does assessment fuel planning? What role does assessment play in the planning process? | ▪ Read TED ch 4, “Planning the Whole Course”  
▪ Read TED ch 5, “Goals for Conventional Writing Assignments”  
▪ Read TED ch 6, “Goals for Unconventional Writing Assignments”                                                                                                                                                                                                                     | none                                                                                      |
| 9/19  | What are the essential components of my unit plan? How do I draft them in ways that will best meet the needs of my students? | ▪ Read TED ch 8, “Why Conceptual Units?”  
▪ Read TED ch 9, “The Basics of Unit Design”                                                                                                                                                                                                                                                                                             | none                                                                                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 9/24  | What are the essential components of my unit plan? How do I draft them in ways that will best meet the needs of my students? | • Read TED ch 10 “Your Unit Rationale”  
• Read TED ch 11 “Outlining a Unit”  
• Read Tovani, “Text Sets: A Supplemental Alternative” |                                            |
| 9/26  | How do I plan lessons that will help students achieve our shared learning goals and avoid disruptive behavior? | • Read TED ch 13, “Introductory Activities”  
• Read TED ch 12, “Setting Up the Construction Zone”  
• Read TED ch 14, “Down and Dirty: Daily Planning” |                                            |
| 10/1  | What sorts of strategies scaffold student learning?                   | • Read TED ch 2 “Providing Scaffolds for Student Learning”  
• Read Bomer, “English: What to Teach” (available online) |                                            |
| 10/3  | No class on campus—placement schools                                  |                                            |                                            |
| 10/8  | How can I differentiate instruction for all of the learners in my classroom? | • Read Tomlinson ch 1, “What Differentiated Instruction Is—and Isn’t”  
• Read King-Shaver & Hunter ch 5, “What Do Specific Examples of Differentiated Instruction Look Like in the English Classroom” |                                            |
| 10/10 | How can I improve my unit overview? Do the texts & assessments support my objectives?  
What questions do I still have about planning? | • No readings due this day—bring your rough draft of your unit overview and text set to class and come prepared to workshop | Unit Overview & Text Set Rough Draft due |
| 10/15 | No class on campus—placement schools                                  |                                            |                                            |
| 10/17 | No class on campus—placement schools                                  |                                            |                                            |
| 10/22 | No class on campus—placement schools                                  |                                            |                                            |
| 10/24 | No class on campus—placement schools                                  |                                            |                                            |
| 10/29 | What is the connection between motivation and learning?               | • Read Romano, “Defining Fun & Seeking Flow in English Language Arts”  
• Read Frey & Fisher, “Motivation Requires a Meaningful Task” | Unit Overview & Text Set due |

Unit Overview & Text Set Rough Draft due
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Listening Assignment</th>
</tr>
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</table>
*Read Fishman, “Finding Ways In: Redefining Multicultural Literature”  
Read Campbell, “Eavesdropping on Contemporary Minds”                              |
| 11/7  | How do I facilitate meaningful discussion? How do I teach and assess speaking and listening skills? | *Read Finkel, “Let the Students Do the Talking”  
Read Flinders, “Learning to Teach as Jesus Taught”                                      |
| 11/12 | How do I teach and assess writing?                                     | *Skim TED ch 5, “Goals for Conventional Writing Assignments”  
Skim TED ch 6, “Goals for Unconventional Writing Assignments”  
Read TED ch 7, “Responding to Student Writing”                                      |
| 11/14 | What does planning look like on a large scale?                         | *Re-read TED ch 4, “Planning the Whole Course”  
Read Moore & Onofrey, “Fostering Literate Academic Identities During the First Days of School”  |
| 11/19 |                                                                 | No class on campus—placement schools                                                                                 |
| 11/21 |                                                                 | No class on campus—placement schools                                                                                 |
| 11/26 |                                                                 | Friday Classes—no class today                                                                                      |
| 11/28 |                                                                 | Thanksgiving Vacation                                                                                              |
| 12/3  |                                                                 | No class on campus—placement schools                                                                                 |
| 12/5  |                                                                 | No class on campus—placement schools                                                                                 |
| 12/10 | How do I plan for and initiate effective learning from first day?      | *Read Carlson, “Playing the Classroom-as-Game”  
Read Berger, “Activities to Create Yearlong Momentum”                                                                  |
|       |                                                                 | [12/60 Plan Due](#)                                                                                              |
BYU Official Information

**Honor Code Standards:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Discrimination or Harassment:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty Policy:** The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that ‘character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.