

AEDS 447: TEACHING ENGLISH IN THE SECONDARY SCHOOL  
FALL SEMESTER 2008

Mission Statement: The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

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Meeting Time: M 4:00 – 6:40 PM  
Meeting Place: Rm. 136 BSED  
Office Hours: as arranged

### I. Descriptive Information

A. Course AEDS 447, Teaching English in the Secondary School

B. Prereq. AEDS 310 and AEDS 460; Coreq: AEDS 446 or appropriate secondary methods course (AEDS 447P, AEDS 449, AEDS 450 or AEDS 453). This course will focus on classroom management, communication, the exceptional learner and models of teaching derived from various schools of psychology.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to planning, instructing, managing a classroom, and growing professionally.

D. Intended Audience

This course is designed for students who have been admitted to the Professional Program in Education and who are seeking certification or recertification in secondary English.

### II. Course Goals and Objectives

A. Course Goals

Students will:

1. Acquire the abilities and attitudes necessary to teach English (Language Arts) to students on a secondary level.
2. Develop an understanding of the developmental characteristics of secondary level students.
3. Develop skills in using a variety of methods and materials appropriate for teaching secondary level students of varying backgrounds, abilities, and educational needs.

B. Instructional Objectives

Each student will:

1. Demonstrate an understanding of the secondary education curriculum and how secondary education relates to the learner's world and influences post-secondary education decisions, career choices, and the development of social responsibility.
2. Demonstrate the ability to develop instructional objectives appropriate for students of varying developmental and ability levels.
3. Demonstrate the ability to plan instruction for students in varying group sizes including whole-class, small-group and individuals.

4. Demonstrate the ability to plan instruction for students from diverse cultural groups and individual learning styles.
5. Demonstrate a basic understanding and awareness of the role of racial and gender biases in the education of secondary students.
6. Apply recent research findings in English education in the design of instruction in English language arts.
7. Design assessment instruments and procedures that provide a variety of types of data about student learning.
8. Become familiar with professional organizations for English language arts teachers such as National Council of Teachers of English as well as with professional journals in the field.
9. Describe and apply the NCTE guidelines and South Carolina Academic Standards in planning English language arts instruction.
10. Demonstrate a familiarity with the Applied Academics (formerly Tech Prep) curriculum in English instruction.
11. Become familiar with a wide range of literature that acknowledges the worth of students from a diversity of backgrounds, abilities, and disabilities.
12. Become familiar with current issues of recent interest and concern to secondary English teachers.
13. Demonstrate a familiarity of methods for managing the climate of the secondary classroom.
14. Demonstrate the ability to critique his/her teaching and that of others candidly, fairly, and constructively.

### III. Course Readings

A. Required Text: Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools* (Second Edition). New Jersey: Prentice-Hall, Inc., 1997.

South Carolina Academic Standards (English)

B. Supplemental readings as assigned in required text.

### IV. Instructional Procedures:

A variety of instructional approaches will be utilized, but the basis for instruction is reflection upon and discussion of direct observation and participation in an assigned clinical setting (AEDS 447P). Methods may include, but are not limited to: outside reading and writings, in-class writing, observation and reflection, class discussion, lesson presentations to peers, and direct participation in various activity groups within the classroom.

#### Assignment Criteria:

All out-of-class writing must be completed on a computer, making use of spell check and, if available, a program which checks for grammatical errors. Fonts used must be of block type and size 12. Always staple multiple pages in the left-hand corner.

#### Grading:

Grading will be determined, in part, by the critical reading and writing activities regarding the course material and by attendance and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. If you are unable to attend class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, and video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, including exams, as well as class

attendance and participation.

#### A Narrative Description of Grades (from John H. Lounsbury)

The grade of *A* is distinctly a mark of superiority. It represents much more than mere competence in meeting assignments. There is a “plus factor” involved. *A* students do not only what is expected of but go beyond that. They dare to be themselves, use initiative, and don’t need prodding. Even their occasional failures are magnificent failures; like the late Babe Ruth who struck out with a mighty swing. They work well with groups and regularly assume leadership in groups and in class.

The grade of *B* indicates a high level of accomplishment, though the plus factor may be diminished. It represents less originality, less artistry, less depth of analysis than the *A*, yet all three qualities are sometimes present. Able students that do not live up to potential may warrant this grade as may limited ability students who apply themselves fully and effectively. *B* students cooperate well in groups and sometimes assume leadership.

The grade of *C* represents accomplishment that is in the middle state, sufficient but not high. *C* students do what they are asked to do in an acceptable fashion but little more. They may fail to live up to their potential and often require prodding. They cooperate but offer little leadership.

The grade of *D* covers a multitude of sins, such as carelessness, indifference, or laziness; or it may reflect lack of reading skill, writing ability, or difficulty in concentrating. *D* students rarely, if ever, assume leadership or offer assistance in group projects although they do not obstruct the progress of others.

The grade of *F* indicates indifference and failure to make an honest effort. It is not given to students who make a conscientious effort to master the material or apply themselves. It is reserved for those who apparently do not care, who procrastinate, who openly refuse to cooperate, and whose behavior interferes with the ability of others to learn.

#### V. Administrative Requirements

**Attendance Policy:** The development of high professional standards and attitudes is an important goal of this course. Class attendance is essential and punctuality is expected. Students are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been altered. If you anticipate being absent, notify the instructor in advance of the absence.

**Late Assignments:** Late assignments will be penalized 10% per day and will not be accepted after one week, or if the absence is unexcused. If you know you are going to be absent on the day an assignment is due, please make arrangements for someone to turn in the assignment for you so that you may avoid late penalties.

USCA Code of Conduct: Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals. For example, please switch all cell phones and pagers off during class.

Honor Code: All students should be familiar with the USCA Code of Academic Conduct, a copy of which may be found in the Student Handbook. Please review the sections on plagiarism and other forms of cheating; if you have any questions about these policies, please consult the *Publication Manual of the American Psychological Association*. Any evidence of violation of these standards will result in appropriate action by the instructor and possible dismissal from the professional program. The following statement should appear on all written assignments:

“On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge, I am not in violation of academic honesty.”

Signature \_\_\_\_\_ Date \_\_\_\_\_

Communication Skills: Students will be expected to produce high quality work as a part of professional development. All work should reflect the attainment of college level skills in writing and elocution. Papers, lesson plans, and all other assignments, except exams, that do not meet these standards will not be acceptable and will possibly be returned for correction and improvement and/or points will be deducted. The Writing Room is available for assistance with writing skills, and your attendance there will be required when deemed necessary.

Disability Statement: Any student having a physical, psychological, and/or learning disability which might affect his/her performance in this class should contact the Office of Disability Services, 126A BSED as soon as possible. The phone number there is (803) 641-3609. The Disability Services Office will determine appropriate accommodations based on medical documentation of individual needs.

## VI. Evaluation and Grading Scale

Grades will be determined by the use of a point system which will include three areas:

### **ASSIGNMENTS – 80%**

The following assignments and activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/ or delete assignments should the need arise. Remember that all outside assignments must be completed on a computer in block type, 12 pt. font.

Summary of Points:

Paper # 1	10
Paper # 2	10
Paper # 3	10
Lesson Plan I	10
Lesson Plan II	10
Lesson Plan III	20
Annotated Bibliography of materials	05
In-class writings	05

Extra credit points may be earned in this category if you attend a full-day professional conference and submit a reflection/review paper of one/three pages in length. You must get approval from the instructor prior to attending such a conference.

**STANDARDS BASED INTEGRATED UNIT PLAN – 20 %**

This assignment will be the final exam.

Grading Scale

93%-100%	=A
90%-92%	=B+
87%-89%	=B
82%-86%	=C+
78%-81%	=C
74%-77%	=D+
70%-73%	=D
<70%	=F