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CLA Instructor's Assessment Report

April 2009

Prepared by Micki Nyman, Ph.D., Assistant Professor of English

1. a. I administered this class to EDUC 460 03 Methods of High School English, a class focused on preparing English teachers to teach secondary English, grades 9 – 12, in North Carolina Schools.
 - b. The majority of the students enrolled in this class are seniors.
 - a. The task is for students to assume a role as the court research assistant to Judge Joseph Williams who must decide if he should *nolle prosequi* three tickets of attorney Sharon Simmons' client, Kelli Sue Klemmon who received them for speeding, not wearing her seat belt, and texting on her cell phone. Based on the material in the Performance Task—Accident Prevention package, students are required to read the documents and prepare a concluding report. The seven documents are titled Performance Task—Accident Prevention because the scenario details a fictional scenario (that could be real) with a set of circumstances that they must analyze to determine a recommended plan of action.
 - b. Included in the documents are a Scenario, Questions, Documents titled A – G, and a Scoring Sheet. The Scenario foregrounds the scenario of the three citations, and points out the complexity of the third offense, the third ticket is issued for reckless driving because Ms. Klemmon was seen texting on her cell phone by Fayetteville Police Officer John Sneed while she was speeding and not wearing her seat belt on Bragg Boulevard. The Questions ask students as assistant to Judge Williams to look at the seven documents and come up with three responses focused on helping him with responding to Ms. Klemmon's attorney, Ms. Simmons' court request. I chose the documents included in Performance Task A – G, most importantly, to foster specific higher order skills I sought to measure, including evaluating evidence of different types/genres/authors, presenting analysis, not merely taking an authority's position, recognizing bias in sources, drawing connections between different types of evidence, prioritizing components of an argument, acknowledging alternative viewpoints, and recommending or formulating a conclusion. Performance Task A – Accident Prevention, a page from a word reference website, explains the current meaning and usage as well as the history of the legal term *nolle prosequi*. Performance Task B – Accident Prevention, a newspaper two-column page, an article from the Carolina Sun Times.com, November 12, 2008, problematizes current United States statistics and information regarding cell phone practices. Performance Task C – Accident Prevention, a memo to the Judge from the client's attorney, asks the judge to *nolle prosequi* the charges pending against her client. Performance Task D – Accident Prevention, a page from a website titled FreedomAboveAllElse.com, uses strong emotional and logical language to make a case for the individual's right to choose. Performance Task E – Accident Prevention, a newspaper article penned by a

writer, focuses on the reporting of the violation of citizen's rights; bias is clearly present. Performance Task F – Accident Prevention, the NC Seat Belt Law-G.S. 20-135.2A, delineates the current seat belt law and the economic repercussions of the offense. Performance Task G – Accident Prevention, taken from a web blog titled “Tracy’s Tutelage (blog) November 2008; 9 Key Texting Tips—Discover How to Become Successful at Texting, is a red-herring meant to entertain students. These documents were created to give students enough information to use on their role-playing task and to help them discern the need to weigh different kinds of evidence differently. The three question tiered Score Sheet was created to guide them toward successful completion of the questions through examining, choosing, and explaining the evidence. The focus of the Score Sheet, similar to the Questions, is placed on problem solving and inquiry.

- c. Students responded successfully if they used documents and sufficient explanation to back up their opinion. I did not include graphs and charts in this activity.
2.
 - a. I administered the CLA performance task on February 2, 2009.
 - b. Students who completed the assessment earned a grade out of 100 points that were given a 5% value in the course.
 3.
 - a. Many students were able to separate the three distinctions being asked of them, and many used most of the evidence in their responses.
 - b. Many students believed that their opinions held just as much weight as the evidence, but they did note it was their opinion.
 - c. For the most part, students believed that their experience in English courses did prepare them for the CLA, particularly the reading and writing component of the major.
 4.
 - a. I plan to incorporate a CLA activity in my composition course in the fall. I have developed a CLA activity where students would again assume a role and prepare a case **for or against** the legality of college attendance for undocumented students in the state of North Carolina.
 - b. I would recommend that faculty be given access to a FSU website that guides them to creating and implementing effective CLA activities for students. If all courses include one activity, I suspect the test scores would improve.

I now include the components of the CLA activity:

SCENARIO

On November 30, 2008, Kelli Sue Klemmon was given three tickets by a city of Fayetteville officer named John Sneed. First, Officer Sneed cited Ms. Klemmon for driving 60 miles per hour down Bragg Blvd. Since the speed limit is 40 mph, this ticket will cost her \$250.00. Ms. Klemmon was handed the second ticket for not wearing her seat belt; that will cost her \$75.00. The third ticket was issued to Ms. Klemmon for reckless driving; the officer who cited her told her that because she was texting on her cell phone, she was risking others' lives as well as her own. This citation alone will cost her \$275.00.

On December 1, 2009, Ms. Klemmon retained an attorney, Sharon Simmons, to represent her in court. Ms. Simmons would like to *nolle prosequi* each one of Ms. Klemmon's citations because Ms. Klemmon's civil rights have been violated. According to Ms. Simmons, Ms. Klemmon is well within her right in the citizenry to text while she is driving. Ms. Simmons has agreed to represent Ms. Klemmon in court.

On December 9, Judge Joseph Williams received a confidential memorandum from Sharon Simmons regarding Ms. Klemmon's pending violations. Judge Williams is going to hear the state versus Ms. Klemmon on February 20, 2009.

*Performance Task
Instructions
Accident Prevention*

QUESTIONS

Because a precedent for reckless driving has been set by the ticketing police officer, John Sneed, Judge Joseph Williams would like to be sure that he makes the right decision with respect to Ms. Simmons' client Kelli Sue Klemmon. Judge Williams has asked you, his research assistant, to analyze the strengths and/or limitations of Ms. Simmons' client's (Ms. Klemmon) case. Judge Williams tells you that he wants you to use the following documents to prepare your report.

Your answers to the questions should include the appropriate or relevant evidence (drawn from the included seven sources of information, labeled **Documents A-G** necessary to support your positions. **Explain the reasons for your conclusions, and, justify those conclusions by explicitly referring to the specific documents, data, and statements on which your conclusions are based.** Your answers will be judged not only on the accuracy of the information you provide, but also on how clearly the ideas are presented, how effectively the ideas are organized, and how thoroughly the information is covered.

Again, while your personal values and experiences are important, you should base your response on the evidence provided in the documents.

1. Ms. Simmons believes Officer Sneed has infringed upon the rights of Ms. Klemmon. In what ways is her case compelling or not? Should she be allowed to text while driving? What is the evidence that she has engaged in reckless driving as a result of texting?
2. Should the other citations, 1) speeding and 2) failing to wear a seat belt, become incriminating factors that can be applied detrimentally Ms. Klemmon's third offense, texting while driving?
3. For which offenses should Ms. Klemmon be held accountable? Should Ms. Klemmon be given an option to participate in an all-day driving safety class instead of receiving points on her record?

Note: You should have seven (7) documents (labeled A-G) that are the key sources of evidence you have at your disposal to respond to Judge William's request.

*Performance Task
Instructions
Accident Prevention*

SCORE SHEET

Student Name _____

Showing compelling discussion of evidences—Performance Task A-G
It is required that the position you take reflects the discussion of the evidence demanded by each of the three questions.

Question #1	Possible Points
a) Officer Sneed has or has not infringed upon rights of Ms. Klemmon by issuing her three citations.	/15
b) Ms. Simmons does have or does not have a compelling point in requesting dismissals of all three charges.	/15
c) There is or is not compelling evidence that Ms. Klemmon has engaged in reckless driving as a result of texting.	/10
<hr/>	
Question #2	
a) Speeding is or is not an incriminating factor which can be applied detrimentally to Ms. Klemmon's third offense.	/15
b) Failing to wear a seat belt is or is not an incriminating factor which can be applied detrimentally to Ms. Klemmon's third offense.	/15
<hr/>	
Question #3	
a) Ms. Klemmon should or should not be held accountable for speeding, failing to wear a seat belt, and texting on her cellular phone while driving.	/15
b) Ms. Klemmon should or should not be given an option to participate in a driving safety class instead of receiving points on her record.	/15
<hr/>	
Total Points Possible	/100

*Performance Task
Accident Prevention*

NOLLE PROSEQUI

The power of the Attorney to issue a **nolle prosequi** has no statutory basis. The exact original of the plea of **nolle prosequi** is uncertain, one of the earliest known instances of its use was 1555. Its underlying basis seems to be drawn from the need for the Crown, in whose name criminal proceedings were instituted, to reserve the right to terminate the same proceedings at will.

The Attorney General may terminate criminal proceedings on indictment before a judge and jury by the entry of a *nolle*. It puts an end to the prosecution, but it does not operate as a bar or discharge or an acquittal on the merits and the defendant remains liable to be re-indicted. It can therefore be likened to a stay on proceedings.

Prosecutors can discontinue, withdraw or offer no evidence in their cases, but only the Attorney General may enter a *nolle*.

The Attorney General's discretion is extremely wide and cannot be questioned by the courts. In the modern era, it will usually only be exercised where the Attorney General is satisfied that its use is in the public interest, and where proceedings cannot be terminated in any other way. The most common ground of application is the ill-health of a defendant.

Applications may be received from either party but the majority are from defendants.

Carolina Sun Times.com

November 12, 2008

Cellphones and Driving

In the United States over 266 million people subscribed to such wireless communication devices as cellphones as of October 2008, compared with approximately 4.3 million in 1990, according to the Cellular Telecommunications & Internet Association.

A September 2007 study from the NHTSA found that drivers using hand-free cellphones had to redial calls 40 percent of the time, compared with 18 percent for drivers using hand-held sets, suggesting that hands-free sets may provide drivers with a false sense of ease.

A study released in April 2006 found that almost 80 percent of crashes and 65 percent of near-crashes involved some form of driver inattention within three seconds of the event. The study, The 100-Car Naturalistic Driving Study, conducted by the Virginia Tech Transportation Institute and the National Highway Traffic Safety Administration (NHTSA), breaks new ground. (Earlier research found that driver inattention was responsible for 25 to 30 percent of crashes.) The new study found that the most common distraction is the use of cellphones, followed by drowsiness. However, cellphone use is far less likely to be the cause of a crash or near-miss than other distractions, according to the study. For example, while reaching for a moving object such as a falling cup increased the risk of a crash or near-crash by nine times, talking or listening on a hand-held cellphone only increased the risk by 1.3 times. The study tracked the behavior of the 241 drivers of 100 vehicles for more than one year. The drivers were involved in 82 crashes, 761 near-crashes and 8,295 critical incidents.

However, a national safety group is advocating a total ban on cell phone use while driving, saying the practice is clearly dangerous and leads to fatalities. States should ban drivers from using hand-held and hands-free cell phones, and business should prohibit employees from using cell phones while driving on the job, the congressionally chartered National Safety Council says, taking those positions for the first time. The group's president and chief executive, Joselyn Froetzch, likened talking on cell phones to drunken driving, saying cell phone use increases the risk of a crash fourfold.

Froetzch said the council examined more than 50 scientific studies before reaching its decision. One was a study by the Harvard Center for Risk Analysis that estimates 6 percent of vehicle crashes, causing about 2,600 deaths and 12,000 serious injuries a year. Hands-free cell phones are just as risky as hand held phones, she added. "It's not just what you're doing with your hands—it's that your head is in the conversation and so your eyes are not on the road," Froetzch said.

*Performance Task B
Accident Prevention*

MEMO

To: North Carolina Circuit Judge Roy Williams

From: Sharon Simmons

Re: Client's use of Cellular Phone

Date: December 08, 2008

I am asking you to *nolle prosequi* the charges pending against my client, Kelli Sue Klemmon for reckless driving since there is not a single law in North Carolina equating reckless driving with cell-phone texting practices. Inattentive driving includes talking, eating, putting on make-up and attending to children. Using cell-phones and other wireless or electronic units are also considered distractions, but cell-phone texting is not equated with reckless driving under the law.

*Performance Task
Accident Prevention* ©

FreedomAboveAllElse.com

March 2008



Our Motto: An educated citizen is a free citizen!

Supporters of restrictions on driving while using a cellphone say that the distractions associated with cellphone use while driving are far greater than other distractions. Conversations using a cellphone demand greater continuous concentration, which diverts the driver's eyes from the road and his mind from driving. Opponents of cellphone restrictions say drivers should be educated about the effects of all driver distractions. They also say that existing laws that regulate driving should be more strictly enforced.

Employer and Manufacturer Liability: Although only a handful of high-profile cases have gone to court, employers are still concerned that they might be held liable for accidents caused by their employees while driving and conducting work-related conversations on cellphones. Under the doctrine of vicarious responsibility, employers may be held legally accountable for the negligent acts of employees committed in the course of employment. Employers may also be found negligent if they fail to put in place a policy for the safe use of cellphones. In response, many companies have established cellphone usage policies. Some allow employees to conduct business over the phone as long as they pull over to the side of the road or into a parking lot. Others have completely banned the use of all wireless devices.

*Performance Task D
Accident Prevention*

States now criminalizing cell phone, texting in cars

By [Bob Barr](#) | Monday, March 3, 2008, 09:40 AM

The Atlanta Journal-Constitution

New Jersey, which four years ago became one of the first states to pass a law making it unlawful for a driver to talk on a hand-held cell phone while driving, has now moved to the next level. The “Garden State” has given police the power to stop a driver if he or she is using a cell phone or a hand-held communication device to send a text message. The police no longer need to have some other, legitimate reason to stop a driver (such as driving dangerously) in order to cite him or her for “improper” cell phone use. All the police officer now needs is to see you using that communication device while driving, and Bam! you get pulled over, ticketed and fined.

The new law magnanimously allows a driver to use the cell phone for an emergency, but anything short of that will subject him or her to a citation if caught.

For Nanny States like New Jersey and the few other states that have done this, the fact that it is already unlawful to drive dangerously or cause an accident if you drive negligently — for whatever reason, including using a cell phone and being thus distracted — is not relevant. The goal is to criminalize — and double-criminalize — more and more behavior, in order to control the citizenry and oh yes, by the way, bring in more revenue for the state.

Isn't it great to live in a free country?

*Performance Task E
Accident Prevention*

NC Seat Belt Law - G.S. 20-135.2A

Summary of law

updated 08-14-08

Ages/Positions Covered:

All drivers and passengers, in the rear seat as well as in the front seat, ages 16 and older must wear their seat belts. Children less than age 16 are covered by the [NC Child Passenger Safety law](#).

Vehicles Covered:

The seat belt law applies to all vehicles required by federal standards to have seat belts. In general, these are cars made after 1967 and light trucks and vans made after 1971. **There are no exemptions for vehicles registered in other states or vehicles driven by out-of-state drivers.**

Restraint Required:

The full restraint system provided for the seating position must be properly worn. Both the lap and shoulder belt must be properly worn even if the position is equipped with an automatic shoulder belt or air bag. Placing the shoulder belt behind the back or under the arm is not allowed.

Exemptions:

- » Vehicles not required to have belts. In general, these are cars made before 1968 and light trucks and vans made before 1972.
- » Drivers of noncommercial motor vehicles with a professionally certified medical condition or mental phobia preventing use.
- » Rural letter carriers and newspaper carriers while performing duties.
- » Frequently stopping delivery vehicles if speed between stops does not exceed 20 mph.
- » Vehicles with "Farm" license plates while being used for agricultural purposes in intrastate commerce.
- » Any occupant of a motor home, as defined in G.S. 20-4.01(27)d2, other than the driver and front seat passengers.
- » Backseat occupants of law enforcement vehicles while in custody.
- » Driver or passengers of residential garbage or recycling trucks during collection rounds and traveling to/from loading and unloading locations.

Responsibility:

- » The driver of the vehicle is responsible for himself and all children less than sixteen.
- » Passengers ages sixteen and older are responsible for themselves.

Penalties

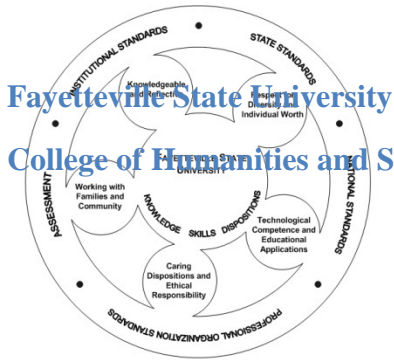
Drivers and Front Seat Occupants Ages 16 and Older

- » Penalty of \$25
- » \$75 court costs
- » No driver license or insurance points are assessed.

Rear Seat Occupants Ages 16 and Older

- » Penalty of \$10
- » No court costs
- » No driver license or insurance points are assessed.

*Performance Task #
Accident Prevention*



College of Humanities and Social Sciences

Department of English and Foreign Languages

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

1. LOCATOR INFORMATION

Semester Fall 2009

Credit Hours 3

Course Number and Name: EDUC 460-03

Methods and Materials of Teaching English

Course Location & Meeting Time SBE 107,
MTWR 4:30 – 5:45 pm, first block of semester

Office Hours: M-W 12-3, T 9-12, and by appointment.

Instructor Dr. Micki Nyman
Office Location Smith Hall 221
Office Telephone 672-2426
e-mail: mnyman@uncfsu.edu

2. COURSE DESCRIPTION

This course is designed to help prospective teachers of English to become more thoughtful about aims, theories, and research methods for teaching English in the secondary schools. Such reflective thought will serve as the basis for making plans and developing methods for teaching the whole of secondary English. Through careful exploration of the modes of discourse -- speaking, writing, listening, reading, dramatizing -- the course aims to develop teachers as professionals who facilitate the learning of students.

All class participants will consciously model and critique the following general teaching methods: lecture, seminar (discussion), group composing and discussing, questioning, modeling, and coaching. More specific language arts methods such as those used in writing -- brainstorming, clustering, sentence combining, free writing, journal keeping, and such other language arts activities as reader's theater, game playing, story telling, improvising, and peer editing -- will also be modeled, critiqued, and practiced. Various media, computer equipment and software will also be explored.

By the course's conclusion everyone will know how to create and execute a good lesson -- a lesson that engages students, that leads them to acquire new knowledge, and that minimizes discipline problems (the issue that understandably worries the new teacher).

3. TEXTBOOK

Maxwell, Rhoda J., and Mary Jordan Meiser. Teaching English in Middle and Secondary Schools. Upper Saddle River, New Jersey: Merrill/Prentice Hall, 2005. (4th edition)

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

5. COURSE GOALS AND OBJECTIVES

- To make lesson plans according to the six-point format
- to become a member of the discourse community of English teachers.
- To plan activities that lead students to active and engaged/hands-on learning.
- To plan activities that appeal to varied learning.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Includes NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s).

Standards Used in this Course	NCDPI Specialty-Area Standards	NCATE Standard(s)	Assessment(s)
X 1.2 1.3	1. Teachers know and understand the English language.	Content knowledge Pedagogical knowledge	Grammar or language lessons and teaching-demo tapes. Use of language activities that enhance the reading and writing processes in lesson plans; responses to classmates on discussion board; lessons which focus on registers and social context.
X 2.1	2. Teachers know and understand the reading process.	Pedagogical knowledge	Use of pre-reading, during reading, and post-reading questions and activities in six-point lesson plan.

2.2 2.3			
X 3.1 3.2 3.3	3. Teachers know and understand written and oral composing processes.	Pedagogical knowledge.	Writing assignments and lessons that feature multiple phases leading to a product and that encourage talk as a prewriting activity.
X 4.1 4.2 4.3	4. Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.	Content knowledge	Unit plans: Diversity of authors of works chosen for class consumption as manifested in syllabus. Lessons/activities that spark student identification. Long-term projects on someone culturally and chronologically different from students.
X 5.1 5.3	5. Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.	Pedagogical knowledge	Discussion board. Projects. Use of Lessons and activities that ask students to question or deconstruct media, to recognize their rhetorical goals, and to enter the conversation which the media/mediums have begun. Oral and written conversation on these issues.
X 6.1,2,3	6. Teachers use effective strategies and techniques in teaching English Language Arts.	Pedagogical knowledge	Creation of lesson plans that feature activities known to improve learning.
X 7.1,2,3	7. Teachers evaluate and select appropriate, high-quality resources that support learning of the English Language Arts.	Content knowledge Pedagogical knowledge Professional knowledge	Selection of a variety of genres featuring wide-ranging settings and literary elements that are discussable and that lead students to formulate a theme.
X 8.1,2,3	8. Teachers encourage students to respond to different media and communications technologies.	Content knowledge Pedagogical knowledge	Individual projects focusing on the rhetorical success of different meaning. Essays that analyze meaning through established genres such as a sonnet or a film.
X	9. Teachers use assessment as an integral part of instruction and	Pedagogical knowledge	Creation of tests containing questions that ask students

9.1,3	learning.		to demonstrate the range of types of learning on the Bloom-Marzano scale. Planning lessons that address problems that have surfaced in prior lessons and papers.
X 10.1,2,3	10. Teachers use instruction that promotes understanding of varied uses and purposes for language.	Content knowledge Pedagogical knowledge	Class activities and lessons that involve language play and rhetorical use of language.
X 11.1,2,3	11. Teachers foster in students an awareness and appreciation of their own and others' cultures.	Content knowledge Pedagogical knowledge	Lessons that allow students to examine literary production in other cultures as well as their own; reading material that features different cultures but common human experiences. Use of varied media and student projects.
X 12.1,2	12. Teachers recognize commonalities and individual differences within the classroom.	Professional knowledge	Lessons featuring varied activities suited to varied learning styles. Teachers choose content that students identify with in lesson planning.
X 13.1,2	13. Teachers respect and accommodate areas of exceptionality in learning, including disabilities, visual, and perceptual difficulties, special physical or mental challenges, and giftedness.	Professional knowledge Pedagogical knowledge	Lesson plans that employ techniques that enable exceptional students to learn.

7. CORE STANDARDS

Includes the NCDPI Core Standards and the assessment(s).

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
	1. Teachers know the content they teach.	
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of	

	students.	
	4. Teachers are leaders.	
	5. Teachers are reflective about their practice.	
	6. Teachers respect and care about students.	

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
x	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Teaching demo in class; lesson plans; unit plans; discussion board.
x	2. Teachers understand how students' cognitive, physical, and moral development influences learning and address these factors when making instructional decisions.	Teaching demo in class; lesson plans and activities chosen. Projects.
x	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.	Assessment Plan
x	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Assessment Plan
x	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity.	Assessment Plan
x	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Class discussion of demo tapes; writing workshop on lesson plans.

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera.

	Technological Applications for this Course
	Productivity tool (Power Point)
	Presentation Software
x	Internet
	Webpage Construction
x	e-mail
x	Online applications
	Grade book
x	Video camera
	Scanner
	Excel
x	Smart Board
	Lap Top and LCD panel
x	Blackboard discussion board.

The NCDPI Technology Standards and the assessment(s) addressed in this course include the following:

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
	1. Teachers demonstrate a sound understanding of technology operations and concepts.	
x	2. Teachers plan and design effective learning environments and experiences supported by technology.	Lesson plans; teaching demo.
x	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Lesson plans; teaching demo.
x	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Discussion board responses; use of Web to locate teaching materials.
	5. Teachers use technology to enhance their productivity and professional practice.	

	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology.	
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10. DISPOSITIONS

Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
x	Appreciates and engages in self-reflection	x	Dresses appropriately for the setting
x	Shows a commitment to ongoing learning		Is punctual
x	Desires to learn and apply new technologies.	x	Attends class regularly and participates in the class
x	Is receptive to new ideas and feedback	x	Completes assignments and tasks in a timely manner
x	Writes and speaks clearly and effectively		Willing to go beyond required assignments
x	Uses culturally sensitive language when communicating with families	x	Shows initiative and motivation
	Respects the privacy of students and their families	x	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
x	Believe all children can learn	x	Displays high and ethical professional standards
	Understands the culture of students and their families	x	Is honest and dependable
x	Values and respects diversity and individual differences	x	Is courteous and respectful
x	Demonstrates flexibility and adaptability	x	Has a positive professional attitude
x	Treats all students fairly and equitably	x	Accepts and uses constructive criticism
x	Is sensitive to the feelings of others	x	Maintains emotional control and appropriate behavior
x	Interacts appropriately and positively with others		

11. GENERAL REQUIREMENTS

THE REQUIRED ACTIVITIES are

- a. Evidence of ability to perform the basic tasks.
 1. Prepare and teach a lesson
 2. Prepare a unit plan to cover at least two weeks of class time. Try to prepare this assignment for a block of the material you will be using in your student teaching.
 3. Collaborate with one other class member to create a lesson plan for literature.
 4. Collaborate with one other class member to create a lesson plan for writing.
 5. Create a literature lesson individually.
 6. Create a writing lesson individually.
 7. Create a language or grammar lesson individually.

8. Develop an assessment plan individually.

b. Evidence of ability to utilize material found in the FSU Curriculum Laboratory, the general library, and other sources.

8..Locate and summarize five articles on the same subject. (With permission of instructor, you may substitute parts of books (e.g., a chapter for an article). Post summaries on Blackboard according to forthcoming teacher instructions

9. Post on Blackboard a readerly response to five summaries or responses other than your own.

c.. Evidence of knowledge of evaluation and assessment.

10. Design and prepare one essay test and one objective test to be used during your internship (student teaching).

12. EVALUATION CRITERIA

92-100 A, 84-91 B, 74-83 C, 64-73 D (But see other info just below: poor work is really not an option!)

This course models an alternative method to traditional grading systems. You will be graded on the following:

1. A specified number (ten) of **required** tasks, to be completed at specified times during the five weeks of class. Due dates are on the “Agenda” to be distributed. Required means that you must do all these tasks satisfactorily to pass the course regardless of the number and quality of other items. **See N.B. below.**

2. One to three “Contract Options.” Contract Options will be “due” by Feb. 14, if you wish to receive a final course grade by mid-term. If you do not wish to receive a final course grade by mid-term, you may hand in your contract options as late as April 15 and still receive timely feedback; after that date, timely feedback is not guaranteed. You may hand in your contract options one at a time or all at once.

The following formula will apply to the contract:

The required activities of good quality plus 1 from the option list: C final grade
The required activities of high quality plus 2 from the option list: B “
The required activities of high quality plus 3 from the option list: A “

Attendance. The instructor assumes that as beginning professionals, students enrolled in the course will attend class **punctually** and **faithfully**, will complete all reading and assignments, and will participate in class. Such performance is the minimum required of an aspiring teacher. Poor attendance and thus diminished participation may lower the final grade. It is imperative that first copies of multi-draft work be ready on the due date.

1. Your grade will depend on your completing professionally the specified number of tasks.

2. If the tasks are presented in an incomplete form or have not been done professionally, they will be returned to you in order for you to make the necessary adjustments before credit will be granted. The instructor will evaluate all first copies with all deliberate speed so that there will be time for revision and reevaluation.
3. Students turning in their tasks in a timely manner will receive instructor commentary in a timely manner, that is to say, in time to make changes and resubmit for a grade. Untimely submissions may not allow time for such feedback.
4. Class begins at 4pm. Please attend regularly and punctually.
5. Anyone who fails to meet the minimum requirements of this methods course will not be successful in student teaching and may be counseled to terminate the internship if guidelines cannot be met.
6. First copies of unit plan, the collaborative literature plan, and the collaborative writing plan are due on the specified dates with no exceptions:: the point is to obtain feedback and to learn from the discussion of your own paper and the papers of others. You may feel that your paper is weak, embarrassing, off point, lacking in information, or a host of other defects. Grit your teeth and bravely bring it in anyway: The point of taking a class period to discuss these efforts is to find out what's good so that you can keep it and to identify what is weak so that you can revise it. Keep in mind that talking about writing with others improves your creation more than laboring alone at the early stages (research confirms this).

13. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
8/20	Principles of Learning English Memory Teaching Philosophy	
8/24	Summary Writing Topic Choice Due: ONE -using adolescent lit to teach theclassics -prewriting -teaching argument -teaching the research process - learning styles and teaching English (multiple literacies, modes of learning) -activities for the visual, audial, tactile, and/or kinesthetic learner -teaching the literary analysis -teaching irony or any other literary element -writing across the curriculum teaching English in a computer-assisted environment -teaching and/or not teaching	Discussion: Readings by Julie Cheville and Lois Stover Creating the Bibliography, Writing a Summary, Posting a Summary, and Posting Responses. Schedule for Posting Summaries: Summary 1: 8/27 Summary 2: 9/3 Summary 3: 9/10 Summary 4: 9/17 Summary 5: 9/24 Schedule for Posting Responses: Response 1: 8/30 Response 2: 9/6 Response 3: 9/13 Response 4: 9/20 Response 5: 9/27

	<p>grammar</p> <ul style="list-style-type: none"> -testing/assessing English -imitation (a.k.a. <u>imitatio</u>) -teaching students to write poetry or a certain form of poetry (e.g., sonnet, haiku) -literature circles (a.k.a. book circles, literature clubs) -teaching English in rural schools -teaching minority students -the minority teacher -sentence-composing pedagogies (sentence combining, sentence imitation, combining kernels and propositions) -teaching film and teaching with film -motivating adolescent males to like school, reading, writing, and English in general -teaching personal writing vs. teaching academic writing. <p><u>Register your topic choice with the instructor.</u></p>	
8/25	Becoming a Teacher	M & M 1-29
8/26	Choosing what students learn	M & M 30-42, 43-71
8/27	Teaching Literature	M & M 348-392
8/31	Teaching Composition	M & M 181-239 M & M 267-286
9/1	Teaching Thematically	M & M 313-347
9/2	Teaching Grammar	M & M 241-266
9/3	Developing Units	M & M 424-467
9/8	Creating an Assessment Plan	Find logistics of a school district where you might like to teach
9/9	Collaborating	Bring in and be prepared to present two collaborative lesson plans, literature & composition
9/10	Assessing Developing Units Developing Rubrics	Presentation of Two Articles on Assessment M & M 424-467
9/14	Understanding Language, Teaching about Language	M & M 72-118

9/15	Understanding Oral Language Professionalizing	M & M 119-180
9/16	Incorporating [CLA]ssroom [claintheclassroom] Assessment	Bring in ideas about how to incorporate critical thinking in your pedagogy
9/17	Writing is Creating Thought	First draft of composition lesson plan Bring in copies for all class members
9/21	Appreciating Multiple Intelligences	First draft of grammar lesson plan
9/22	Peer evaluating	First draft of unit plan
9/23	Evaluating student writing.	First draft of literature lesson plan
9/24	Collaborating in the classroom	Final copy of grammar (lesson) plan
9/28	Creating a dynamic classroom	Final copy of literature (lesson) plan Final copy of composition (lesson) plan
9/29	Teaching Philosophy	Presentation of Teaching Philosophies (bring in hard copy)
10/1	Openings and Closings	Presentations of Unit and Assessment Plans Final Copies of Unit and Assessment Plans

14. TEACHING STRATEGIES

Large and small group activities (including peer review), individual and group projects, video viewing and analysis, field observations, reflections, structured overview, teacher modeling, discussion, role play, panels, Internet research, library/curriculum lab research, online discussion board.

15. UNIVERSITY POLICIES

Division of Student Affairs
Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Handed out separately