

## Foundational Studies—Integrative and Upper-Division Electives

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### English 486: Teaching English

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*Literature and Language at ISU* (2010), an official document of the Department of English, includes the following description of English 486:

English 486, Teaching English, develops in future teachers of English the knowledge, skills, and dispositions necessary to succeed during their professional lives; consequently, it has broad goals and covers a wide range of subdisciplinary concerns—a necessary approach since English is such a rich, multifaceted discipline. English 486 provides comprehensive pre-teaching experiences in designing the kinds of class materials students will be asked to develop when they are teaching. English 486 also encourages students to synthesize the information they have garnered through their English course work with the theoretical principles from their CIMT classes and the practical experiences from their early field work.

1. **Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing.** As a teaching methods class, English 486 has an implicit theme: “Providing excellent instruction.” To explore that topic, students read widely, contribute to discussions, complete in-class activities, develop a wide range of projects (nineteen in all), and make presentations. They reflect on their own experiences; they evaluate materials for their intrinsic value and teachability; they explore alternative approaches to teaching problems; they plan a three-week integrated unit. They consider how social issues, individual characteristics (race, class, religion, and so on), political problems, community standards, and technical advances influence instruction. In other words, they approach the teaching of English from multiple perspectives and, as a result, develop a multifaceted sense of what English teaching can be.
2. **Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue.** English 486 students turn in a project every other class period; these seventeen projects require them to explore English teaching from many perspectives. They use historical data to develop background sheets for novels; they select nonfiction essays to represent real-world literature; they develop readability scales for literature based on diction, sentence length, sentence type, paragraph structure, chapter length, point of view, and so on; they use mathematics to calculate grade values, develop spreadsheets to chart student improvement, and so on; they examine how art is used to supplement English instruction (illustrations in textbooks, as prompts for writing, and so on); they examine the social dynamics of secondary schools. Ultimately, students complete a final project: a three-week integrated unit plan on a topic, theme, genre, or individual work of their choice and incorporate all of the language arts—reading, writing, thinking, listening, and speaking. Library, Internet, and field research all come into play for this demanding and valuable project.
3. **Analyze and write at an advanced level.** Because English is a multifaceted subject—with so many potential ways to approach instruction—English 486 requires regular analytical thinking. A seemingly simple topic like “journal writing” provides an illustration of the complexity of thinking required in discussions of teaching: Should teachers have students keep journals? Should journals be evaluated and graded? Should a fixed number of pages be required? Should teacher provide writing prompts? Will such limitations or requirements stifle creativity? Does that matter? Should class time be used for journal writing? How should a teacher respond to an inappropriate journal entry? How can we distinguish between personal writing and private

writing? Should journal entries lead to other writing, or is it an end in itself? With so many variables at play in an English classroom, the methods class addresses as many as possible, as comprehensively as possible, and as analytically as possible. Advanced-level writing is an expectation, and students in English 486 will certainly be held to a high standard—especially since the writing that they will do as teachers will serve as models for their students.

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## ***COURSE DESCRIPTION:***

**486 Teaching English**—3 hours. Aims, methods, and materials for teaching literature, language, and writing in middle school and secondary schools. Prerequisites: Junior standing . . . . Foundational Studies Credit [*Integrative and Upper-Division Elective (English teaching majors)*] [FS Syllabus]

English 486 provides future teachers of English with the knowledge, skills, and dispositions necessary to succeed during their professional lives; consequently, it has broad goals and covers a wide range of subdisciplinary concerns—a necessary approach since English is such a rich, multifaceted discipline. English 486 provides comprehensive pre-teaching experiences in designing the kinds of class materials students will be asked to develop when they are teaching. English 486 also encourages students to synthesize the information they have garnered through their English course work with the theoretical principles from their CIMT classes and the practical experiences from their early field work.

Teaching English satisfies one of the Integrative and Upper-Division Electives requirements for English Teaching majors; students in other majors may also take Teaching English to fulfill this Foundational Studies requirement. Because this class also counts as a required methods class for the English Teaching major, the class includes activities and projects to meet state and national licensing standards.

## ***COURSE OBJECTIVES:***

After students complete English 486, they should be able to

- prepare class materials (information sheets, quizzes, writing assignments, tests, and so on) that are grade-appropriate. [IUDE 2, 3]
- design documents that can be used effectively in a classroom setting. [IUDE 1, 2; S 2]
- prepare a three-week unit plan that integrates all of the language arts: reading, writing, speaking, listening, and thinking. [IUDE 1, 2, 3]
- select grade-appropriate literature in all genres, describe their value, and assess how the selections interrelate. [IUDE 1; S 1]

- demonstrate technical fluency—in grammar, usage, punctuation, and mechanics—in preparing class materials. [IUDE 3]
- articulate ideas about teaching in informal class discussions and in formal presentations.
- illustrate their understanding of students' special needs through their class materials, their reading selections, their analyses of supporting materials in a secondary textbook, and their assessment of classroom methodologies. [IUDE 2; S 4]
- critique potential teaching materials—editions of literary works, websites, study questions in textbooks, publisher-prepared tests, and study aids (CliffNotes, Sparknotes). [S 1]
- recognize that teaching and learning exist within a context, with special attention to social, cultural, and historical issues. [IUDE 1]
- develop skills in statistical analysis, particularly as they relate to assessing readability (book length, chapter length, sentence length, and so on) and to the distribution of grades. [IUDE 2; S 2]
- synthesize their educational experiences—as students and as pre-professionals—to establish a philosophy of education. [IUDE 3]
- apply the principles of close reading in their discussions and in their writing. [S 4]
- express themselves clearly in both written and spoken forms. [S 4]
- apply critical thinking skills when reading, writing, speaking, and listening. [S 4]

### **TEXTS:**

*Elements of Literature: Fourth Course.* Austin: Holt–Harcourt, 1993. [I will loan you this book from the Department collection.]

*Elements of Writing: Fourth Course.* Austin: Holt–Harcourt, 1993. [I will loan you this book from the Department collection.]

Lee, Harper. *To Kill a Mockingbird.* Any edition.

Perrin, Robert. *The Beacon Handbook.* Rev. 6th ed. Boston: Cengage, 2009.

*Readings for Prospective Teachers with Assignments.* Ed. Robert Perrin. 14th ed. 2010. [This collection of articles, poems, assignment sheets, and supplementary materials is available at Goetz Printing and Copy Center, 16 South 9th Street (232.6504).]

### **POLICIES:**

1. Out-of-class work must be typed, following MLA 7 style and documentary form. Laser

or ink-jet printed manuscripts are required. (See *Beacon*, Chapter 34, for complete guidelines.) [FS Syllabus]

2. Papers and other assignments are due on assigned days, at the beginning of the period. Late papers will receive lowered grades, usually one letter grade for every calendar day (not class session) that an assignment is late.
3. I do not accept e-mailed papers. If you are unable to attend class when a project is due, you may send me the paper as an e-mail attachment (use Word and make sure to use a very clear subject line) to avoid a late penalty, but I will not print the paper for you. Rather, you must bring me a hard copy when you return.
4. I expect you to attend class regularly. Your grade for attendance will be determined in this way: *A* (0–1), *B* (2–3), *C* (4–5), *D* (6–7), *F* (8–9). I require verification for excused absences. If you miss ten or more classes, you will fail the course. [FS Syllabus]
5. I also expect active involvement in class—which, of course, includes discussions of teaching topics and participation in day-to-day activities; your participation grade can be no more than two grades higher than your attendance grade.
6. I give few extensions on assignments; except in emergencies, requests for extensions must be made in advance. There will be no extensions on the Unit Plan.
7. I am not a fan of electronic devices and do not want them to intrude on class activities. That said, you may use laptops for note taking. However, cell phones should be silenced, and texting during class time is unacceptable. [FS Syllabus]

### ***REQUIREMENTS:***

1. You will complete seventeen daily assignments, each focusing on a different aspect of the English teacher’s responsibilities.
2. You will make one presentation related to a work from *Elements of Literature*.
3. You will participate in class discussions of teaching-related topics on alternating days.
4. You will prepare a thematic teaching unit.

### ***PLAGIARISM and HONEST ATTRIBUTION:***

From the Latin for *kidnapping*, plagiarism is the use of someone else’s work as your own. As future teachers, you should always attribute materials that you use that are not of your own creation—whether words, visual material, or ideas. Direct quotation or the use of sample materials like illustrations, of course, requires full documentation according to MLA (or APA or Chicago) guidelines. The direct use or modification of someone’s teaching ideas requires, at the very least, an informal attribution (for example, “This activity is based on original work by Glendora Plath, Charleston High School.”). [FS Syllabus]

# ENGLISH 486: SCHEDULE\*

Spring 2010

Dr. Robert Perrin

<i>Date</i>	<i>Description of the Day's Activities</i>	<i>What's Needed or DUE</i>
<b>JANUARY</b>		
11	Introduction to the course; Qualities of Good Teachers	***
13	Qualities of Good Teachers (continued)	***
15	Class Materials: Function and Design	Bring <i>Readings</i> . [IUDE 1, 3]
18	Martin Luther King, Jr., Day	No class.
20	Lesson Plans: Patterns and Procedures	Bring <i>Readings</i> . [IUDE 1, 3]
22	Standards, Certification, Etc.	Bring <i>Readings</i> . [IUDE 1, 3]
25	The Unit Plan Assignment	Bring <i>Readings</i> . [IUDE 1, 3]
28	<i>To Kill a Mockingbird</i> : Issues of Readability	Read chapters 1-4. [IUDE 1, 2, 3]
29	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 1 (Background Sheet) [IUDE 1, 2, 3; S 3, 4]
<b>FEBRUARY</b>		
1	<i>To Kill a Mockingbird</i> : Vocabulary Development	Read chapters 5-9. [IUDE 1, 2, 3]
3	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 2 (Quizzes and Questions) [IUDE 1, 3; S 3, 4]
5	<i>To Kill a Mockingbird</i> : Assessing CliffsNotes and SparkNotes	Read chapters 10-14; bring <i>Readings</i> . [IUDE 1, 3]
8	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 3 (Lesson Plan) [IUDE 1, 3; S 3, 4]
10	<i>To Kill a Mockingbird</i> : Designing Study Guides	Read chapters 15-18. [IUDE 1, 2, 3]
12	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 4 (In-class Writing) [IUDE 1, 3; S 3, 4]
15	<i>To Kill a Mockingbird</i> : Selecting Research Topics	Read chapters 19-24. [IUDE 1, 2, 3]
17	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 5 (Essay Topics) [IUDE 1, 3; S 3, 4]
19	<i>To Kill a Mockingbird</i> : Developing	Read chapters 25-31; bring <i>Readings</i> . [IUDE

\* As a course that incorporates discussion of, reading about, and writing about teaching, English 486 incorporates Foundational Studies (FS) objectives 1 and 2 on a daily basis; further, daily discussions address FS objective 10. When discussions focus on the place of the school in the community, FS objectives 5, 6, and 7 are addressed. Other objectives—both general and specific—are noted throughout the daily schedule using these abbreviations: *FS* = Foundational Studies, *IUDE* = Integrative and Upper-Division Electives, and *S* = Skills (Applied Learning).

	Creative Projects	<b>1, 3]</b>
22	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 6 ( <i>TKM</i> Test) <b>[IUDE 1, 3; S 3, 4]</b>
24	<i>To Kill a Mockingbird</i> : Using Film Adaptations	*** <b>[IUDE 1, 3]</b>
26	<i>To Kill a Mockingbird</i> : Discussion	DUE: Project 7 (Critique: Online Resources) <b>[IUDE 1, 3; S 3, 4]</b>

### MARCH

1	Unit Plan Discussion	DUE: Project 8 (Overview and Goals) <b>[IUDE 1, 3; S 3, 4]</b>
3	Language	Bring Readings. <b>[IUDE 1, 3]</b>
5	Language: Presentations	DUE: Project 9 (Language) <b>[IUDE 1, 2, 3; S 3, 4]</b>
8–12	Spring Break	***
15	Poetry	Bring Readings. <b>[IUDE 1, 3]</b>
17	Poetry: Presentations	DUE: Project 10 (Poetry); bring <i>EoL</i> . <b>[IUDE 1, 2, 3; S 3, 4]</b>
19	Short Fiction	Bring Readings. <b>[IUDE 1, 3]</b>
22	Short Fiction: Presentations	DUE: Project 11 (Short Fiction); bring <i>EoL</i> . <b>[IUDE 1, 3; S 3, 4]</b>
24	Drama	Bring <i>EoL</i> . <b>[IUDE 1, 2, 3]</b>
26	Drama: Presentations	DUE: Project 12 (Drama); bring <i>EoL</i> . <b>[IUDE 1, 3; S 3, 4]</b>
29	Nonfiction	Bring Readings. <b>[IUDE 1, 2, 3]</b>
31	Nonfiction: Presentations	DUE: Project 13 (Nonfiction); bring <i>EoL</i> . <b>[IUDE 1, 3; S 3, 4]</b>

### APRIL

2	The Novel	Bring <i>Readings</i> . <b>[IUDE 1, 2, 3]</b>
5	The Novel: Presentations	DUE: Project 14 (The Novel) <b>[IUDE 1, 3; S 3, 4]</b>
7	The Media	Bring <i>Readings</i> . <b>[IUDE 1, 2, 3]</b>
9	The Media: Presentations	DUE: Project 15 (The Media) <b>[IUDE 1, 3; S 3, 4]</b>
12	Expository and Researched Writing	Read 135-36; bring <i>Readings</i> and <i>EoW</i> . <b>[IUDE 1, 2, 3]</b>
14	Expository and Researched Writing: Continued	DUE: Project 16 (Expository and Researched Writing); bring <i>EoW</i> . <b>[IUDE 1, 3; S 3, 4]</b>
16	Grammar, Punctuation, and Mechanics	Bring <i>Readings</i> and <i>EoW</i> . <b>[IUDE 1, 2, 3]</b>
19	Grammar, Punctuation, and Mechanics	DUE: Project 17 (Grammar, Punctuation,

	(continued)	and Mechanics); bring <i>EoW</i> . [IUDE 1, 3; S 3, 4]
21	Grading Workshop	*** [IUDE 1, 3]
23	Grading Workshop	*** [IUDE 1, 3]
26	Grading Workshop	*** [IUDE 1, 3]
28	Classroom Rules and Procedures	DUE: Project 18 (Unit Plan) [IUDE 1, 2, 3; S 1, 2, 3, 4, 5]
30	Professional and Personal Goals	*** [IUDE 1, 3]
<b>MAY</b>		
5	Final Exam Day (3:00); Course Evaluation (Pick up graded Unit Plan)	Bring completed course evaluation and number-2 pencil.

## English 486 (Teaching English) and Foundational Studies

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**REQUIREMENT:** English 486, Teaching English, fulfills the Integrative and Upper-Division Electives requirement of the Foundational Studies program. *[FS Syllabus]*

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**GENERAL OBJECTIVES:** The Foundational Studies program incorporates general goals that will be applied in English 486: students will (a) “critically evaluate the ideas of others,” (b) “demonstrate an appreciation of human expression through literature and fine and performing arts,” and (c) “express themselves effectively, professionally, and persuasively both orally and in writing” (*Foundational Studies* 2009). Further, Foundational Studies courses are designed to “develop critical thinking skills” and “develop information literacy,” as well as “include a graded writing component” (*Foundational Studies* 2009) *[FS Syllabus]*

**SPECIFIC OBJECTIVES:** Courses in the category of Integrative and Upper-Division Electives—including English 486—have these specific learning objectives:

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue; and
3. Analyze and write at an advanced level. *[FS Syllabus]*

**APPLIED LEARNING REQUIREMENTS:** Courses in the category of Integrative and Upper-Division Electives also have distinct skill requirements: (a) “incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively” and (b) “Include assignments that apply information from within and across various ‘ways of knowing.’”

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**APPLICATION:** The assignments in English 486 (readings, discussions, in-class activities, out-of-class writing, and presentations) will allow you to meet Foundational Studies goals, as well as the specific goals of the class. The readings for the course—in different genres, by different authors, from different periods, or from different cultures—will challenge you to look at literature in a contextual fashion, particularly as you consider what works of literature to teach. Discussions and other class activities will help you to develop techniques for interpreting literature, based on close reading and critical interpretation; in a related way, you will develop strategies for helping your students to develop these same skills. Related readings, lectures, discussions, and research will allow you place English studies in its cultural context; you will also consider how the study of English fits within school and community contexts. The required writing (analyzing teaching materials, creating class materials and assignments, and developing lesson plans) will give you opportunities to analyze materials from personal, academic, and professional perspectives. The most general goal for English 486, however, is to expand your ideas, to challenge your thinking, to create new experiences, to enlarge your perceptions, and to enrich your future life as a teacher of English. *[FS Syllabus]*

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***FURTHER INFORMATION:*** For information about the Foundational Studies program—specifically the “Sycamore Standard,” academic freedom, and the rights and responsibilities of students with disabilities—consult the Foundational Studies website <http://www.indstate.edu/gened/newfoundationalstudiesprogram.htm>). ***[FS Syllabus]***