Bemidji State University

ENGL 3550: Methods of Teaching English and Communication

A. COURSE DESCRIPTION

   Credits: 4
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *.*
   Prerequisites: None
   Corequisites: None
   MnTC Goals: None

   This course explores and analyzes secondary English Language Arts teaching methods. Key themes include inclusivity in education, teaching diverse students, social justice literacies, and developing units and lesson plans that align with current research. Requires 25 hours of field experience.

B. COURSE EFFECTIVE DATES: 03/05/2001 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

   1. The Inclusive Classroom/Understanding Your Teaching Positionality
   2. Culturally Sustaining ELA Methods and Social Justice Literacies
   3. Creating Classroom Culture
   4. Unit Design
   5. Assessment
   6. Selecting Texts and Providing Reading Instruction
   7. Writing in the ELA Classroom
   8. Speaking and Listening in the ELA classroom
   9. Differentiated Instruction
D. LEARNING OUTCOMES (General)

1. Design Inclusive Curriculum: Design comprehensive CAL curricula that incorporate diverse literary traditions, genres, and voices. This includes addressing the four major standard areas of CAL:

   Reading: Demonstrate proficiency in selecting and implementing a range of reading strategies and techniques to improve students' reading comprehension and critical analysis skills. Differentiate instruction to address individual reading levels and learning styles, ensuring all students make progress.

2. Design Inclusive Curriculum: Design comprehensive CAL curricula that incorporate diverse literary traditions, genres, and voices. This includes addressing the four major standard areas of CAL:

   Writing: Integrate varied writing assignments/projects into curriculum.

3. Design Inclusive Curriculum: Design comprehensive CAL curricula that incorporate diverse literary traditions, genres, and voices. This includes addressing the four major standard areas of CAL:

   Speaking and Listening Proficiency: Employ instructional methods that enhance students' speaking and listening skills, including active listening, effective communication, and collaborative discussion. Create opportunities for students to engage in meaningful conversations and presentations, promoting oral language development.

4. Analyze and Integrate Asset-Based Approaches: Demonstrate the ability to identify and leverage the diverse linguistic, cultural, and experiential assets of your future students as valuable resources for teaching reading, writing, speaking, and listening. Design lessons and instructional materials that build upon students' strengths and backgrounds to enhance engagement and learning outcomes.

5. Align Curriculum: Analyze and align CAL teaching methods with State of Minnesota standards and understand how to align them with the standards/goals of their school, district, department.

6. Collaborate and Reflect: Participate in reflection processes with peers and mentors in class and field experience and in research as you develop your professional persona.

7. Advocate for Equitable Education: Articulate the importance of equity and inclusion in CAL education and advocate for policies and practices that promote social justice in ELA classrooms. Develop strategies to challenge biases, address disparities, and create a more equitable learning environment.

8. Demonstrate Professional Growth: Create a Unit Plan and reflection, highlighting lesson plans and assessments that illustrate proficiency with asset-based approaches, culturally sustaining pedagogy, and alignment with learning standards and current educational research and theory.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

   None

F. LEARNER OUTCOMES ASSESSMENT

   As noted on course syllabus

G. SPECIAL INFORMATION

   None noted