

EDUCATION 320 B

Critical English Methods

WINTER 2006

Monday 4:00-6:30

@

3320 Moore Hall

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COURSE OVERVIEW

Education 320A/B, **Secondary Literacy Methods**, serves as Center X's Secondary English Teacher methods course sequence. This course sequence will provide pre-service teachers insight into methods for developing effective curricula and pedagogies for secondary urban English classrooms. It is also a Masters-level course sequence intended to engage graduate students in exploring a variety of theoretical perspectives pertaining to the impact of deep-seated norms about race, class, culture, and language on the literacy development for low-income students in US schools. As such, the courses engage macro theories and micro issues related to developing an engaging pedagogical approach to secondary literacy instruction in public schools in the greater Los Angeles community.

The major conceptual question guiding the 320 B course is as follows: ***How can we draw upon an understanding of community and cultural literacies to facilitate content knowledge, academic literacy, and social justice?*** First of all, it is important to consider the "content" of English education, both in context of what English education is and what we would like it to be. Without helping students to more effectively navigate schooling, there can be no educational/social justice. Within the content of English education, this includes reading, writing, responding to literary texts, and performing on content-area standardized tests such as the Stanford 9, the CSET, and the verbal section of the SAT. Of course it also means being empowered to use language and texts to deconstruct dominant hegemonies and to speak the truth to power. In order to do this effectively, students need to be able to engage and produce texts in multiple genres including novels, plays, poems, essays, music, film, video

documentary, websites, and blogs to name a few. There are elements of critical textual consumption and production in developing literacies for social justice. There are sophisticated literacy practices associated with informed and engaged citizenship that need to be developed in the context of secondary English courses.

The course will focus on four substantive areas: 1) critical teacher research; 2) multimodal literacies; 3) critical literary theory; and 4) youth popular culture as a pathway to developing highly engaging curricula and pedagogy that foster academic and critical literacy for urban youth. All of the major assignments are designed to be completely functional to the project of learning to teach through joining theory with practice. Students will work in neighborhood groups to collect data that will help them to understand how students, as members of multiple cultures and communities use language and literacy in powerful ways that can be drawn upon in classroom literacy instruction. Each course participant will also draw from their personal philosophy of teaching, course readings and class discussions to develop a standards-based multimedia theme-based unit and a personal philosophy for unit development that can be mapped onto their teaching assignment, used for the PACT portfolio, and incorporated into the Resident Inquiry portfolio.

COURSE TEXTS

Required

Morrell, E. (2004). Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning. Norwood, MA: Christopher Gordon.

Appleman, D. (2000). Critical Encounters in High School English: Teaching Literary Theory to Adolescents. New York: Teachers College Press.

Morrell, E. (2006). Course Reader.

- Available at: Westwood Copies, 1001 Gayley Ave., (Near Gayley and Weyburn) LA, CA 90024; (310) 208-3233.

Electronic Texts

PACT <http://www.pacttpa.org/>

CA State Frameworks for English Language Arts <http://www.cde.ca.gov/be/st/ss/>

NCTE/IRA Frameworks for English Language Arts:

<http://www.ncte.org/about/over/standards/110846.htm>

Teachers of English to Speakers of Other Languages (TESOL): <http://www.tesol.org/>

Rethinking Schools: <http://www.rethinkingschools.org/>

National Reading Conference <http://www.nrconline.org/>

Teaching to Change LA <http://www.teachingtochangela.org/>

California Association for Bilingual Education <http://www.bilingualeducation.org/>

National Association for Bilingual Education <http://www.nabe.org/>

National Association for Multicultural Education <http://www.nameorg.org/>

International Reading Association <http://www.reading.org/>

Recommended Texts

Edgar, A., & Sedgwick, P. (Eds.) (1999). Key Concepts in Cultural Theory. New York: Routledge.

OR

Macey, D. (2002). The Penguin Dictionary of Critical Theory. New York: Penguin.

COURSE GOALS

1. Students will learn the principles and process of critical teacher research that can be used both to assess classroom curricular interventions and to learn about the language and literacy practices of students in non-school settings.
2. Students will show a grounded theoretical perspective on literacy curriculum design and pedagogy.
3. Students will be expected to actively participate in class discussion around course readings, curriculum development and assessment strategies.
4. Each student will complete a 6-8 week literature unit curriculum plan bridging theoretical principles into practical application (including literature, activity systems, general standards, and assessment plan).
5. Each student will display and discuss their unit at the class's curriculum fair.

COURSE ASSIGNMENTS

1. Group Teaching Event:

During weeks 3-9 groups will lead a one-hour discussion/activity on the key readings for the week. There are two goals of the teaching event. First of all, it encourages classroom participation, close discussion, and analysis of the readings with an understanding of how the content helps develop theories of teaching and practical applications for practice. Second, the activity provides opportunities to learn to teach through teaching. There are areas the craft of teaching that can be developed no matter who the audience/students. Particularly will focus on: a) introductions and transitions; b) pacing; c) voice; d) movement; e) interactions (i.e. questions, discussion, etc.)

2. Micro-ethnography of literacy

During the first few weeks of class you will learn how to conduct a micro-ethnography of language and literacy. You will work with other students teaching in your school/neighborhood as you consider the following questions: What are the various ways that youth practice language and literacy in school and non-school settings? What language/literacy practices are valuable for participation in "cultural" and/or civic life? It is my expectation that you will be able to draw from the micro-ethnography to fulfill the community/learning context ESA of the PACT. You should also be able to use the data from the micro-ethnography to complete the Community Project for your neighborhood teams.

Micro-ethnography of literacy components:

1. Community/school observation
 - a. Community-school context
 - b. Uses of literacy in community
2. Interviews with students

3. Interviews with adults
4. Literacy artifact analysis (should be a written artifact)
 - a. What does this artifact say about the literacy skills of its creator and its audience? What does this artifact say about the values and concerns of its creator and/or anticipated audience? How might a secondary English educator draw upon the literacy skills and/or values and concerns in the context of her/his classroom instruction?
5. Media analysis (film, television show, CD, website, etc.)
 - a. What does this media artifact say about the literacy skills of its audience (what literacy skills are required to engage this popular media text? What does this artifact say about the values and concerns of its anticipated audience? What background knowledge does one need to effectively engage this media artifact? How might a secondary English educator draw upon the literacy skills and/or values and concerns in the context of her/his classroom instruction?

3. Multimedia Theme-based unit

Your 4-6 week unit should contain at least one from each of the following lists:

1. Novel or play
2. Film or Television show
3. Poems [Written or Spoken Word]
4. Popular Songs
5. Magazines, newspaper clippings, etc.

Multimedia Theme-based unit components:

1. Introductory Essay (1500 words) [Portions of this essay can be used in your Resident Inquiry Portfolio]
 - a. Philosophy of literacy pedagogy (drawn upon philosophy of teaching statement, course readings, and class discussions)
 - b. Rationale for unit and choices made throughout unit
 - c. Detailed description of unit
2. Unit Overview
 - a. Objectives
 - b. Standards
 - c. Key texts and other supplementary materials
3. One week detailed lesson plans [use lesson plan template as a guide] [the lesson plans can be used as the second ESA for the PACT portfolio]
4. Activities
5. Major Assignments and Assessments

* If you want to go further with the PACT assignments I will be happy to help you with that. I know it isn't due until spring, but if you are on a roll, it might not hurt to go with it.

4. First Two ESAs of PACT Teaching Portfolio

PACT (Performance Assessment for California Teachers) is a consortium of teacher preparation programs at a number of California Universities. These institutions have joined together to develop a teacher performance assessment. Successful completion of the teaching performance assessment will be required to earn a California Preliminary Multiple Subject or Single Subject Teaching Credential. The teaching performance assessments consist of Embedded Signature Assignments (ESAs) and the Teaching Event. Together, the Embedded Assessments and the Teaching Event measure all thirteen Teacher Performance

Expectations (TPEs)

- a. Community/Learning Context
- b. Lesson Plan [Learning Unit]
- c. Videotaped Lesson/Analysis
- d. Analysis of Student Work
- e. Daily reflections

COURSE SCHEDULE [See 320B Framework]

Items in Course Reader:

Readings

1. Alvermann, D. (2001) Effective Literacy Instruction for Adolescents. Executive Summary and Paper Commissioned by the National Reading Conference. Chicago, IL: National Reading Conference
2. Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. Current Issues in Comparative Education, 5(2), 77-91.
3. Critical Research Handbook [IDEA PDF]
4. Morrell, E. (2005). Critical action research and the literacy achievement of ethnic minority students. Annual Review of Research Address Given to the National Reading Conference. Miami Beach, FL [PPT slides]
5. Delpit, L. (2003). Educators as "Seed People" growing a new future. Educational Researcher, 7(32), 14-21.
6. TESOL ESL 9-12 Standards
7. Moll, L.C., Amanti, C., Neff, D., and Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132-141.
8. Guitérrez, K., Baquedano-López, P., Alvarez, H., and Chiu, M. (1999). Building a culture of collaboration through hybrid language practices. Theory into Practice, 38 (2), 87-93.
9. Morrison, T. (1993). Playing in the dark: Whiteness and the literary imagination. New York: Vintage.
10. Fisher, M. (2004). "The song is unfinished:" The new literate and literary and their institutions. Written Communication, 21(3), 290-312.
11. Selections from Postcolonialism website at Emory University.

Additional Resources:

1. Syllabus for Summer Seminar
2. Unit Plan Template
3. Lesson Plan Template
4. War, Terrorism, and Our Schools
5. Charity Jones Hip-hop Unit
6. African-American Poetry Unit <http://www.msu.edu/~miazgama/aapoets.htm>
7. Using literature to teach about the Chicano Power Movement