



COURSE SYLLABUS

1. GENERAL INFORMATION:

COURSE TITLE: Theory and Methodology in the Teaching of English in Secondary School

COURSE NUMBER: EDPE 4245

CREDIT HOURS: 3 hours

CONTACT HOURS: Three (3) hours of conference per week, fifteen (15) hours of observations in a school during the semester.

CREDIT HOURS: 3 hours

PRE-REQUISITES: Educational Foundation Courses (12 crds.), Crecimiento y Desarrollo Humano I - EDFU 3001, Crecimiento y Desarrollo Humano II - EDFU 3002, Fundamentos Sociales-EDFU 3007 Fundamentos Filosóficos - EDFU 4019, Evaluación y Medición - EDFU 3017

CO-REQUISITE: Teaching Perspectives - INGL 5010

2. COURSE DESCRIPTION:

This course will examine the theoretical and practical approach to the teaching and learning of English in the Secondary School. Various aspects related to the teaching of English in the secondary School will be studied. Some of these areas are: methodology, teaching techniques and strategies, preparation, adaptation, and utilization of resources, fundamentals of measurements and evaluations. All students must complete 15 hours of laboratory experience in public schools.

3. CATALOG COURSE DESCRIPTION:

Theoretical and practical approach to the teaching and learning process: All aspects related to the teaching of English in secondary school are studied: planning, innovative education and curriculum analysis; basic content in this area of specialization, preparation, adaptation and utilization of resources methodology, teaching techniques and strategies; fundamentals of measurement and evaluation. These contents are integrated on a practical basis. All students must complete at least 15 hours of laboratory experiences in a public school. These experiences will enable students to develop critical, dynamic and creative attitudes for the Puerto Rican educational problems.

4. COURSE GOALS:

After completion of the course, the student teachers should be able to:

- I. Define general concepts of education and in the area of English. PRDES#1 INTASC#4

2. Analyze different approaches of the English program in the private and public sectors. PRDES 1, 2 - INTASC#4.
3. identify and analyze some techniques, strategies, methods and materials used in the English Curriculum-Secondary Level. PRDES#1 - INTASC#4
4. Elaborate an educational lesson plan for the English curriculum. PRDES#3 INTASC#7
5. Analyze the guide-books of the actual English Program. PRDES#3 - INTASC#8
6. Analyze concepts, skills and objectives of the English curriculum-secondary level . PRDES#1 - INTASC#4
7. Apply methods and educational techniques in the teaching learning process taking into consideration the level of the group. PRDES#3 - INTASC#7
8. Compare the different levels of learning in order to provide and individualize the teaching process. PRDES#2 - INTASC#1
9. Analyze the dynamics of the student discipline process in the classroom. PRDES#3 INTASC#7
10. Describe the technique strategies in the classroom administration situation. PRDES#3 - INTASC#7
11. Explain the responsibility of the teachers in the assessment text construct and re-teaching process. PRDES#6 - INTASC#6
12. Utilize the appropriate strategies, resources and materials to obtain the required competences in the teaching of English. PRDES#4 -#7 INTASC#3
13. Demonstrate understanding of the research technique and apply them to real life situations. PRDES#4 - INTASC#3

5. EVALUATION.

Criteria Grade Distribution

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| Two Essays 2 (100 points each) | 200 |
| Class presentations- Journal Article | 50 |
| Chapter Report of the Textbook | 50 |
| Electronic Portfolio Teacher Candidate Work Sample | 100 |
| Punctuality and Attendance | 100 |
| Teacher Sharing-I-earning Observation Sheets | 100 |
| Demonstrative Class | 100 |
| 15 Hours Laboratory that will be divided in: | 200 |
| 5 hours- September 2014 | |
| 5 hours- October 2014 | |
| 5 hours- November 2014 | |

6. INCLUSION

This course is committed to fostering an inclusive environment where diversity of perspectives, identities, and experiences are valued and respected. We strive to ensure justice and empowerment of all participants, without considering their culture, sex, sexual preference, gender expression, physical condition, functional diversity, or any other trait.

7. TEXT BOOK, SUPPLIES AND OTHER RESOURCES:

Department of Education of Puerto Rico (2014). English Program Puerto Rico Core Standards: A path towards the construction of a new educational paradigm.

Department of Education of Puerto Rico (2003). Curricular Framework.

Department of Education of Puerto Rico. (revised 2014)

Other references:

Arends, R. I. (2004). Guide to Field Experience and Portfolio Development to accompany Learning to Teach. McGraw Hill.

Arends, R. I. 2007. Learning to teach. McGraw Hill.

Harmer, Jeremy (2007). How to Teach English. Longman: England.

Lemov, D. (2010). Teach like a Champion 49 techniques that put students on the path to college. San Francisco: CA. Jossey Bass.

Thompson, Julia G. (2007). The First-year Teacher's Survival Guide: Ready to use Strategies, Tools & Activities for Meeting the Challenges of Each School Day. San Francisco, CA: Jossey-Bass

Wong, H. & Wong, R. (2009). The First Days of School: How to Be an Effective Teacher. Mountain View, CA. Wong Publishing.