**English Education 395:**

**Broadfield Language Arts Field Experience**

Section 1: Speech/Theatre | Section 2: Journalism

Dr. David Roloff

English Education 395, Broadfield Language Arts Field Experience, provides practical, hands-on experience for students qualifying to teach general-level classes in speech and journalism. Each student pursuing the Broadfield Language Arts option, leading to the 301 teaching license, will be required to take both sections of this course.

**Section 1: Speech / Theatre**

For Section 1: Speech/Theatre, you will be placed with a teacher/teachers who are teaching classes in speech communications and/or drama/theatre, and/or with a teacher or teachers who are working with such co-curricular activities as forensics, debate, or the school play.

**Section 2: Journalism**

For Section 2: Journalism, you will be placed with a teacher/teachers who are teaching classes in journalism and/or working with such co-curricular activities as the school newspaper, literary magazine, or yearbook.

**Learning Goals**

There are a number of things that you should learn from each of these experiences. Chief among them by the time you complete this field experience and the related readings you should be able to:

1. Identify the benefits of this area for student learning and utilize approaches which best support student learning in this area.
2. Identify and reflect upon the key ideas and ethical principles related to this area of the English Language Arts discipline.
3. Articulate the professional role and responsibilities of teachers working with students in this area.
4. Be able to devise lessons and guiding activities based on the practical skills you have read about and seen in practice.

**Requirements**

In order to earn a passing grade in English Education 395 you must:

1. Spend **sixty hours** (per section of the course) working with your cooperating teacher(s) and/or students.
2. **Experience Log :** As your placement unfolds go to the D2L “Discussion” space **at least** **every otherweek** (and until the completion of your 60 hours)and add an entry in your Experience Log (space provided; two spaces provided if completing both experiences simultaneously) that includes **both** of the following (contained in a single post):
   1. A basic **two column chart** (found in the D2L “formatting” tools when creating a reply) in which you **1)** note the **days/hours for the week** so that there is a clear record of how much time you have spent working at your placement and **2)** next to each compose a **relatively brief description** (3-5 sentences or bullet points) of what you did during this time.
   2. A slightly **more detailed response** (2-3 solid paragraphs) in which you **reflect upon the work that you have been doing**. Consider:
      * Interactions and outstanding moments with students and other adults
      * How this experience is similar or different from what you expected or from other experiences you have had related to the placement
      * Pose and ponder questions you have about working in this area of the English Language Arts
      * What have you learned lately? About this ELA area? About yourself because of it? How will these ideas influence you as a future English educator?
3. **Reading/Log:** **Select from the readings and/or find related articles** of your own.Complete the readingsand write an additional **detailed response** (2-3 paragraphs) **for each**; you should read **two chapters/articles** as you **begin** your placement, respond to two additional readings near the **middle** of your placement, and complete two final readings as you **near the end** of your placement. Use your designated Reading Log “Discussion” space in D2L (separate logs for students simultaneously enrolled in both sections) as you complete each reading. Consider:
   1. What aspects of the reading helped reinforce your beliefs about working in this area of the English Language Arts? Made you reconsider what you *thought* you knew about this work? Gave you pause?
   2. How have you and/or your cooperating teacher(s) applied *specific* ideas from the readings in your practicum situation? Did they work out as you might expect given the description in the text? Why or why not?
   3. What areas of the text do you especially agree or disagree with? Quote relevant materials and respond, react and reconsider.
4. **Peer Responses for *overlapping* sections:** As you and your classmates begin to generate the D2L posts described above (#2-3) outlining your experiences and your reactions to the reading, you should also take the time to **“reply” to each of your peers’ posts;** you need *only* reply to those peers who are in the same section (Journalism or Speech/Theatre) in which you are enrolled. In your responses please:
   1. Note ideas with which you both agree and disagree.
   2. Challenge (critically, supportively) their reactions to the readings and the events from their practicum experience which they choose to share.
   3. Ask further questions of them to draw out details, round out responses etc., helping both you and them understand the importance of the ideas and events being discussed.
5. **Final Reflection:** At the conclusion of your placement compose a **4-5 paragraph final reflection** (does *not* need to be a formalized paper/essay) drawing on the most important things you have gained from this experience, both in terms of the actual work with people and the ways in which the readings supplemented your knowledge. Feel free to draw on earlier posts as you reflect and consider what you have learned at the conclusion of this experience.
6. **Meet at least twice** with Dr. Roloff to discuss the experience: and least once ***during*** the placement itself (more if you find it helpful) and **for sure at the end** of your placement after posting your Final Reflection.
7. For each section of this class, receive **one evaluation** of either “basic” or “proficient” from your cooperating teacher or from Dr. Roloff.

**Texts**

You will select two beginning, two middle and two near ending readings (or find additional supplements on your own) from the list below before responding to them in your D2L Reading Log.

**Section 1: Speech/Theatre**

* **Text Rental:** *Theatre in the Secondary School Classroom: Methods and Strategies for the Beginning Teacher* by Jim Patterson, Donna McKenna-Crook and Melissa Swick
  + Though each chapter may count as a separate reading (and you are welcome to read them all), you might find chapters 1, 2, 6, 7 and 9 especially useful
* **Articles: Available in D2L Content**
* **Books:** Consider conducting a search for speech or drama through the UWSP Library

**Section 2: Journalism**

* *Death by Cheeseburger*  - a complete book on high school journalism
  + Each chapter may count as an individual reading
* **Articles: Available in D2L Content**
* **Books:** Consider conducting a search on journalism through the UWSP Library

**Instructor’s Role**

As your instructor for this class, my role is one of support. I will ask for your placement needs and hopes, make a placement for you, read your logs, sometimes respond to your posts, meet with you, and help you when you need help. I expect to enjoy working with you and to learn along with you. I’m excited to begin!

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