

Differentiating Instruction in the English Language Arts  
15:252:513:01  
3 Credits

Instructor Name: Jeanine Beatty	Email address: jmbeatty@rci.rutgers.edu
Phone Number: 732-932-7496 ext. 8250	10 Seminar Pl Rm. 229A
Office Hours: By appointment	Prerequisites or other limitations: Open to certification students in English only
Mode of Instruction: <sup>1</sup> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact instructor by phone or email

**Learning goals<sup>2</sup>**

Each participant will:

- Analyze the English Language Arts content taught, the learning processes students engage in, the learning products students produce, and the assessment measures teachers use throughout.
- Describe the structures teachers create for learning and reflect on how students fit (or do not fit) into these paradigms.
- Demonstrate knowledge and skills that are needed for creating and implementing an English language arts curriculum using small and large group work, collaborative learning, conferencing, and individual work based on professional standards.
- Plan and design instruction based on students' needs, learning styles and prior knowledge.
- Integrate learning and literacy theory in order to critically reflect on his/her teaching practices.

**Course catalog description:**

This course will focus on understanding and implementing differentiated instruction in the English language arts in order to meet the needs of students who differ in terms of their previous school histories, linguistic backgrounds, cultural histories, and so on.

**Other description of course purposes, context, methods, etc:**

As content specialists *what* we teach is as important as *how*. The purpose of this course is to investigate the structures we create for learning and to reflect on how students fit (or do not fit) into these paradigms. Over the course of the semester we will consider, as

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<sup>1</sup> Check 1:

<sup>2</sup> These can be TEAC claims or objectives from other sources.

teachers of the English Language Arts, the **content** we teach, the learning **processes** students engage in, the learning **products** students produce, and the assessment measures we use throughout.

There are three core areas that will guide our study together. Initially, we will consider the classroom and position the multiple “players” who inhabit that space, both physically and intellectually. This will inform our study of strategies for differentiating instruction to effectively implement curricula. Finally, it is important that we address the network in which our classrooms and schools are situated as our teaching and our students’ learning is largely connected to the communities that exist outside the classroom door.

### **Grading policy:**

A	92 – 100 points	B+	86 - 91 points	B	82 – 85 points
C+	76 – 81 points	C	70 – 80 points	F	below 70 points

### **Assignments<sup>3</sup>:**

- Reflective Response (15%)
- Professional Discussion Group & Workshop Presentation (35%)
- Differentiated Lesson Plan & Activity (25%)
- Weekly Attendance, Preparation & Active Participation (25%)

### **Academic Integrity Policy:**

You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: <http://academicintegrity.rutgers.edu/integrity.shtml>. Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity. Violations of Academic Integrity include any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material, and any violation may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

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<sup>3</sup> Including exams, papers etc.

**Web site:** <https://sakai.rutgers.edu/>

**Required Books:**

- King-Shaver, B., & Hunter, A. (2003). *Differentiated instruction in the English classroom: Content, process, product, and assessment*. Portsmouth, NH: Heinemann. (ISBN: 978-0325005775)
- Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Virginia: ASCD. (ISBN 978-1416602842)
- One professional book from a list provided in class for your professional discussion group (PDG)

**Required Online Texts:**

- Check Sakai for announcements each week
- Articles posted on Sakai (All articles on this syllabus can be found in *Resources* under *Course Readings*)
- King-Shaver, B., & Hunter, A. (2009). *Adolescent literacy and differentiated instruction*. Portsmouth, NH: Heinemann. \*\*Chapters 4 through 7 available on Library Reserve\*\*
- Common Core English Language Arts Standards
- IRA/NCTE Standards for the English Language Arts
- New Jersey Professional Standards for Teachers and School Leaders
- Reading Next: Biancarosa, G., & Snow, C.E. (2006). *Reading next: A vision for action and research in middle and high school literacy. A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Writing Next: Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

**Tentative Course Schedule**

Week	Topic	Readings /Assignments
Week 1	Course Overview  Situating Differentiation	

Week 2	The Differentiated Language Arts Classroom: The Students  Professional Discussion Group (PDG) Topics and Texts	King-Shaver & Hunter (2003) Ch. 5  Tomlinson & McTighe (2006) Ch. 1-3
Week 3	The Differentiated Language Arts Classroom: Planning & Management	King-Shaver & Hunter (2003) Ch. 2 & 4
Week 4	The Differentiated Language Arts Classroom: Policy Considerations and Responses	Tomlinson & McTighe (2006) Ch. 4-6  PDG Chapter(s)
Week 5	The Role of Assessment in Differentiated Language Arts Instruction	Tomlinson & McTighe (2006) Ch. 8  PDG Chapter(s)  Reflective Response Due
Week 6	Differentiation of Process, Product and Content: Vocabulary and Word Study	Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal of Adolescent and Adult Literacy</i> . 50(7), 528-537.  PDG Chapter(s)  Common Core Language (L) Standards
Week 7	Differentiation of Process, Product and Content: Comprehension Strategy Instruction	King-Shaver & Hunter (2009) <i>Adolescent Literacy &amp; Differentiated Instruction</i> Ch. 4 (on library reserve)  PDG Chapter(s)  Common Core Reading Literature (RL) and Informational Text (RI) Standards
Week 8	Differentiation of Process, Product and Content: Writing Instruction	King-Shaver & Hunter (2009) <i>Adolescent Literacy &amp; Differentiated Instruction</i> Ch. 5 (on library reserve)  Common Core Writing (W) Standards

Week 9	Differentiation of Process, Product and Content: Listening & Speaking	King-Shaver & Hunter (2009) <i>Adolescent Literacy &amp; Differentiated Instruction</i> Ch. 6 (on library reserve)  Common Core Speaking and Listening (SL) Standards
Week 10	Differentiation of Process, Product and Content: Viewing & Media Literacy	King-Shaver & Hunter (2009) <i>Adolescent Literacy &amp; Differentiated Instruction</i> Ch. 7 (on library reserve)
Week 11	Culturally Responsive Pedagogy as a Form of Differentiation	Glazier, J., & Seo, J. (2005). Multicultural literature and discussion as mirror and window? <i>Journal of Adolescent and Adult Literacy</i> , 48(8), 686-700.  Smith, K., & Kander, F. (2005). Culturally responsive pedagogy. <i>Language Arts</i> , 85(2), 124.
Week 12	Scaffolding English Language Learners' Success	Goldenberg, C. (2008). Teaching English language learners: What the research does and does not say. <i>American Educator</i> , 32(2), 8-23.
Week 13	Student Engagement <i>and</i> Rigorous Instruction	Alvermann, D. E. (2002). Effective literacy instruction for adolescents. <i>Journal of Literacy Research</i> , 34(2), 189-208.
Week 14	Putting the "Pieces" Together: A Look Inside Differentiated Classrooms That Work	Tomlinson & McTighe (2006) Ch. 9