# Mayville State University

## EDUC 481: Secondary Methods of English

Fall 2025
3 Credit Hours

### Course and Instructor Information

**Instructor Name: Matthew Berglund**

**Contact Information**:

Office: CB 126

Email: matthew.berglund.1@mayvillestate.edu (make sure to put a 1 before the @ sign)

Work phone: 701.335.9582

**Hours of Availability:**

Monday, Wednesday and Friday: 11-11.50AM and 1-1.50PM

Tuesday and Thursday: 9.30-11.00AM and 1.30-3.00PM

Also available for meetings on other days and times by appointment.

**Instructional Mode**: On-campus synchronous

**Course Dates: August 25, 2025—December 19, 2025**

**Time Zone**: All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and/or Location**: T 5:00-7:00PM, C-105

**Final Exam Time and Location: Complete Taskstream Requirements by Thursday, December 18, 2025, @ 6PM**

**Zoom Link 863 9633 1294 (468681)**

### Course Materials and Technologies

**Required: OER (all materials provided by instructor)**

MSU Technology Requirements

Working Internet, microphone (of some kind), laptop, and Microsoft Word.

### Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant MaSU policies.

This course encourages the responsible use of Microsoft Copilot as a learning aid and professional development tool. Students are expected to use Copilot ethically and transparently, following professional business standards. All AI usage must be documented, and students must be able to explain and defend their work. Specific guidelines for each assignment will be provided.

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## Course Description

This course is designed to assure that pre-service teachers majoring in content specific secondary education programs will be exposed to the same curricular topics, which include creating of a unit of instruction with lesson plans, the opportunity to teach the unit to high school students, ability to use a rubric for assessment purposes, classroom organization and management, and use of alternative instructional strategies adapted to subject matter content. Students will write a philosophy of education paper specific to their content area. Other topics will be covered as appropriate to specific subject methods. Pre-req. Admission to Teacher Education.

**CO-REQ:** EDUC 398.

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- In order to be accredited, MaSU is required to present the principles underlying class activities to all students who may be future teachers, and roughly 60% of MaSU's students are involved in education classes. INTASC stands for Interstate New Teacher Assessment and Support Consortium. Since this is a methods course, we will discuss these principles and their value in the classroom, and you may consult these principles for purposes of planning lessons and your unit or for purposes of completing your teaching philosophy.

  INTASC Principles
- 1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.
- 2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- 3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.
- 4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- 5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- 9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- 10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Standards Alignment (English Education Program Approval Standards-ND ESPB):

· 05020.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
· 05020.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar

systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

· 05020.2.3 Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

· 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

· 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

· 05020.3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

· 05020.3.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

· 05020.3.5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

· 05020.3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

· 05020.4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

· 05020.4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.

· 05020.4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

· 05020.4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

· 05020.4.5 Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.

· 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

· 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

· 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

· 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

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### Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address.

I prefer that you contact me via email seven days a week from 7 am to 8 pm. I will get back to you within 24 hours with a response.

### Assignments and Assessments

All assignments are found in Blackboard as are all the assessments. Timeliness of submission is paramount. Work will be docked if late or in the wrong format. All written submissions must be attached as a WORD.doc. Work submitted five days past the due date will be docked 10%: making an A grade impossible for this assignment.
If there are extenuating circumstances that might cause work to be submitted late, it is your responsibility to contact me (via email preferably) BEFORE the date due. We might be able to reach accommodation.
All students in this course are required to utilize the Writing Center 3 times during the semester. One of those times with the Writing Center should be for a major paper/assignment within ENGL 110, but the other 2 attempts can be for any assignment within any course.

## Evaluation and Grading

### Grading Policies

I strive to have all work graded and returned/posted to Blackboard within 1-week of the assignment being turned in. Please ensure that all assignments are submitted as a Word Document (docx) file.
I will accept and grade all late assignments; however, as stated earlier, any major assignment turned in later than 5 days from the due date cannot receive an "Excellent or A" grade. Part of work being considered excellent is timeliness.
**All work will be graded on 4 areas: grammar & usage, proper formatting, flow/style of writing, and relevance/keeping to the assigned prompt.**
Make sure that all work submitted is completed to your satisfaction, the correct file, and that the file is viewable within Blackboard (not corrupted). It is your responsibility to ensure that the submitted file is correct when submitting. You will not get extra time for the assignment if you submit the wrong file or a corrupted file; however, you will be able to submit the work under the late policy.

### Attendance/Participation Policies

I will take attendance every class period; however, you are not "graded" on attendance for this course. Students who show up to class, pay attention, and turn in work are the ones that 100% will pass the course with a grade of C or better; those that fall behind in attending the lectures and class sessions are also the ones who inevitably fail the course from lack of assignments turned in and/or poor assignment submissions.
When it comes to needing an excuse from a specific class period. Please reach out to me, by email, before class. I do not require you to have a doctor's note for you to be excused from my class; I simply require you to communicate with me.

### Grading Scale

A – 100-90     B—89-80     C—79-70     D—69-60     F—59 and below

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## Breakdown of Grades

| Activity | No. of Occurrences | Points Possible | Percentage of Total Grade |
|---|---|---|---|
| Lesson Plan | 1 | 100 | 14% |
| Philosophy of English Education Paper | 1 | 100 | 14% |
| Observation Hours | 1 | 300 | 44% |
| Observed Lesson | 1 | 100 | 14% |
| Discussions | 8 | 10 (80) | 11% |
| Lesson Practice | 2 | 10 (20) | 3% |
| **Total Points Possible** | | **700** | 100% |

## Enrollment Verification

### On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

### Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

## Proctor Notification

No proctors are required for this course.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification

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- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

**Course Timeline/Schedule**

| **Tentative Course Schedule** | | |
|---|---|---|
| **Week** | **Discussion/Reading/Assignment** | **Due Date** |
| Week 1 | Syllabus/Intro | |
| Week 2 | Discussion (Bell ringers) | |
| Week 3 | Practice Lesson (Bell Ringer) | During Class (9.9) |
| Week 4 | Discussion (Classroom Management) | |
| Week 5 | Discussion (Lesson Activities) | |
| Week 6 | Practice Lesson (Activity) | During Class (9.30) |
| Week 7 | Discussion (Presence) | |
| Week 8 | Discussion (Observation Expectations) | Philosophy of English Education Paper Due. |
| Week 9 | Classroom Observation Happening | |
| Week 10 | Classroom Observation Happening | |
| Week 11 | Classroom Observation Happening | |
| Week 12 | Classroom Observation Happening | Lesson Plan due before Lesson Observation |
| Week 13 | Classroom Observation Happening | Set up lesson observation |
| Week 14 | Classroom Observation Happening | Set up lesson observation |
| Week 15 | Classroom Observation Happening | |
| Week 16 | Classroom Observation Happening | |
| Finals Week | **Complete Taskstream Requirements by Thursday, December 18, 2025, @ 6PM** | |