

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDSS 546B ~ SECONDARY ENGLISH EDUCATION METHODOLOGIES
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Meeting dates

School of Education
College of Education, Health, and Human Services

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

(Adopted by COE Governance Community, January, 2013).

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MESSAGES FOR SUCCESSFUL TEACHING

This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.

ATTITUDE IS EVERYTHING! Guiding principles:

1. All Students Can Learn.

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a year- long interview.

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small. You never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early-on may encounter barriers to getting hired. What you do EVERY day matters!

3. It's not about you, it is all about your students.

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

4. Ensure social justice and equity.

Teaching is a political act. Effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

5. Listen and learn.

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context. Be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience. Learn the culture and the politics and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

THE DAY TO DAY.....

6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be reflective.

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

7. Engaging Lessons/Activities and Your Positive Attitude Are The Best Management Approach. (refer to #1)

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be present.

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

AND FINALLY.....

9. Be Flexible.

Be open to and enthusiastic for learning (Disposition 6 & 8).

10. Enjoy the Experience.

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

EDSS 546A SECONDARY English Methods Course Work Information & Requirements

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he will not receive a passing grade for the course. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of

Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plan and unit plan.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

EDSS 546B SECONDARY ENGLISH METHODS COURSE DESCRIPTION & REQUIREMENTS**Course Description**

EDSS 546B (2 units) Secondary English Education B

Focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part B. *This course is aligned with California's SB 2042 Standards.*

In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations.

Required Texts and References

Burke, Jim. *The English Teacher's Companion*. Portsmouth: Boynton/Cook, 1999.

Graff, Gerald and Birkenstein, Cathy. "They Say/I Say": W.W. Norton and Company, Inc. 2010.

California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>

They Say, I Say Blog <http://www.theysayiblog.com/>

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

It is expected that work will be turned in on time. Late work will not be accepted. Please discuss individual issues with the instructor.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course will emphasize the following TPEs:

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Understands and uses the state-adopted academic content standards

Develops planning instruction that addresses the standards

Consistently demonstrates the ability to teach to the standards

TPE 4 - Making Content Accessible

States in every lesson plan the State standards

Uses activities and materials that support stated objectives

Uses multiple ways to reinforce the content of the standard

Follows a logical, sequence of instruction in the lesson plan

TPE 5 - Student Engagement

Ensures students understand the objective of the lesson

Actively involves students with the lesson

Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

Understanding important characteristics of the learners

Designing instructional activities

Providing developmentally appropriate educational experiences

TPE 9 - Instructional Planning

Establishing academic learning goals

Connecting academic content to the students backgrounds, needs, and abilities

Selecting strategies/activities/materials/resources

TPE 10 - Instructional Time

Appropriately allocates instructional time to maximize student achievement

Effectively and efficiently maximizes instructional time through management based on reflection and consultation

Adjusts the use of instruction time to optimize learning opportunities

Instructor Application of the Attendance Policy

Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, a student must attend more than 80%

of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

For this course: If you miss 2 sessions, you are not eligible for an “A.” If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. Notification of an absence does not constitute an excuse.

EDSS 546A SECONDARY ENGLISH METHODS COURSE ASSIGNMENT DESCRIPTIONS

I. Concepts and Essential Questions continued from EDSS 546 A

Know your students (Introduction, chs. 1, 2)

How will you get to know your students?

How will this knowledge enhance your teaching and your students’ learning?

How will you apply and implement this knowledge into your curriculum and your pedagogy?

What place does knowledge of your students have in the scaffolding of learning?

How and why will you form relationships and communication lines with parents?

Organization and management (chs. 1, 7, 23, 24,)

What is the effect of your planning and organization on your students’ learning?

How will you manage the paper load and provide appropriate and helpful feedback for 175+ students?

What role will students play in your organizational and management plan?

How will you organize yourself so that you have a life outside your classroom?

Academic components of the English classroom (chs. 4, 5, 6, 7, 8, 11)

What is the place of vocabulary in your English classroom?

What is the place of grammar in your English classroom?

What effective, research-based approaches will you use for developing your students’ writing proficiency?

How will you teach students to be independent, critical readers and ‘comprehenders’?

How will you know students understand and are progressing?

How will you model the [real life power] of lifelong reading, a well developed vocabulary, and strong writing skills?

Critical thinking (chs. 9, 19)

What is the role of inquiry in your English curriculum?

How will you use questioning to scaffold understanding and encourage your students’ critical thinking?

How do conversation and writing help your students to think?

Social justice in your English classroom (chs. 17, 18, 25)

What does an effective learning environment in your classroom look like, feel like?

How will you develop a community of learners that is inclusive?

How will you teach respect through your actions and through your curriculum?

How will you ensure that your classroom is student-centered?

What place and effect will gender, race, and culture have on learning in your English classroom?

Transforming the English classroom for the 21st century (chs. 2, 3, 10, 16, 21, 22, 26, 27)

How will you engage in professional conversations and discussions with colleagues, administrators, and policy makers to effect change in the curriculum?

What expectations do you have for all of your students to become proficient readers and writers as requisites for navigating the 21st Century?

COURSE REQUIREMENTS

- **Reading Responses (25 pts):** In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for the week. You will hand in reading responses in the format assigned in class or in the course syllabus. *All reading responses should be typed unless the format does not lend itself to word processing.*
- **Digital Age Report (30 pts.):** Your students are reading and writing a great deal and for real audiences....not just you, the teacher. They are engaged. They are learning. They are exploring. They are thinking. This is the same kind of engagement, learning, exploring, and thinking that careers in the digital age require. In an effort to use what our students know, improve their literacy, and prepare them for the electronic and literacy demands of the digital age, you must include digital literacies in your curriculum. With a partner, you will explore places and possibilities for improving student engagement in reading and writing via the digital technologies at which they are already so adept. You and your partner will spend 2-3 weeks exploring a particular website, digital reading and writing practice, applications and uses of the Ipad, etc. You will prepare a one page brief that summarizes the website, application, etc., activities you used or intend to use, and your opinion of the effectiveness. You will post the brief on your respective Blogs, and prepare a 15 minute presentation to share your learning with your classmates.
- **ELD infused lesson design with reflection on video-taped performance (35 pts.)**
In this assignment, you will design a content lesson that is based on a Common core standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will implement the lesson, film yourself, and reflect upon your teaching. You will need to obtain permission from each student for the filming. Use the permission forms for TPA 4.
- **Thoughtful participation (assessed partially by Professional Dispositions) (10 pts.):**
Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional

conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

Late work will not be accepted. If you must be absent, your work shall be submitted by the beginning of the class in which it is due and may be done so electronically. Please consult with me should this be necessary.

Tentative Class Schedule

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen circumstances and teachable moments.

Session	Topic	Your Responsibilities
1. Jan. 29	Ethics	Read: Chapters 19 and 21. Set a purpose for the reading. Use the reflection questions on p. 415 and 439 as a guide. Due: Reading Response #1 Paper copy
2 Feb. 5	Joint session to introduce ELD infused lesson design with video assignment	
3 Feb. 12	Curriculum planning workshop to support ELD infused lesson design with video assignment	Read: They say, I say Review Chapters 10 and 11 Due: Reading Response #2
4. Feb. 19	Grammar, Spelling, and the Common Core	Readings posted on Moodle Due: Reading Response #3
5. Mar 5	Rigor and Social Justice Writing and Thinking	Read: They Say I say Ch. 9 Reading Response: <i>Pre-reading.</i> Think of a unit or lesson you taught in CPI. What did students have to think about? Use the guide questions on p. 262 entitled, Reflective Questions at the end of “Using questions to Help Students Think” section to reflect on that lesson or unit. <i>During reading of ch. 9,</i> write down all of the ways that you did support or could have supported your students’ thinking. <i>After reading</i> discussion in class. Due: Reading Response #4
6. Mar 19	Balanced Curriculum Time Management Teaching vocabulary and grammar and all that other stuff	Read: Appendices, Ch. 24, Review Ch. 5, 6, 7 Due: Reading Response #5 Reflect on your teaching. Describe 2 practices that you have observed or experienced in the teaching and learning of vocabulary and

		grammar. Which of these methods do you find most effective and why? How does this match with Jim Burke's advice and strategies?
March 26 Apr. 2, 9	Various Spring Breaks Online class	Post ELD infused lesson design and reflection on video-taped performance. Read and respond to 2 colleagues in Week 1 of spring break. Work on TPA 4 in weeks 2 and 3. Due: ELD infused lesson design and reflection
8. Apr. 23	Poetry, Personnel Narrative, creative writing	Read: Digital Age Briefs posted on Blogs Due: Digital Age Group Presentations
9. Apr. 30	Seasons of the English Curriculum: Putting it all together	Due: Digital Age Presentations

EDSS 546B Secondary English Education

Name _____

School _____

CSUSM e-mail _____

Phone _____

_____ (30) Digital Age Report and Presentation

_____ (10) Thoughtful Participation

_____ (25) Reading responses
#1 _____ #2 _____ #3 _____ #4 _____ #5 _____

_____ (35) ELD Infused Lesson Design and Reflection on Video-taped performance

