

Interdisciplinary/Disciplinary Secondary Methods
English/Language Arts
EDUC 592G

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Class Meetings: Wednesdays: 9/19, 10/10, 11/7, 11/14, 11/28, 12/12 (Spring: to be determined)

Time: 5:30 – 8:00

Room: UH 458

Instructor: Michelle Mullen

Office Hours: Before and after seminars and by appt.

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Course Description: This course is designed in a seminar format to focus intensively on the discipline of English/Language Arts. It is part of the Interdisciplinary/Disciplinary Secondary Methods course (2.4 credits worth). In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, 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 fieldwork experiences during student teaching and/or observations.

Required Texts:

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

Zemelman, Steven and Harvey Daniels. *A Community of Writers: Teaching Writing in the Junior and Senior High School*.

Optional Text:

Weaver, Constance. *Teaching Grammar in Context*. Portsmouth: Boynton/Cook, 1996.

Other Texts Worth Owning/Reading Early in Your Career:

Oliver Keene, Ellin and Susan Zimmerman. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*

Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*.

Atwell, Nancy. *In the Middle*

Rosenblatt, Louise. *The Reader, the Text, the Poem and Literature as Exploration*

Claggett, Fran. *Drawing Your Own Conclusions*

Attendance and Grading: Attending the English/Language Arts seminars is **required** of all students earning their English single subject credential. It is **recommended** for students earning a supplemental English credential. Missing seminars will result in a lowered grade. Grades will be determined by attendance, participation, and completion of assignments as they develop over the course of the seminars. Examples of assignments that may be given include: developing lesson plans for reading and /or writing, designing a writing “unit,” practicing specific strategies during student teaching/observation and reflecting on the experiences, etc.

Tentative Course Sequence (subject to change):

- 9/19 Overview/Review texts/What does it mean to teach English?/ What is learning (the five dimensions)?/A look at the CA state standards and framework
- 10/10 Unit planning: looking at the big picture/starting a year and breaking it down
Reading due: Burke Ch. 1, 2, 3, 10
Reading/Language Arts Framework: finish a review of the CA standards for grades 7-12 (not a close read, a review!)
Assignment(s) due: Reading response to Burke chapters—some method of processing
Create a visual that shows your attempt to conceptualize the components of planning a class. In other words, what would you have to keep in mind if you were suddenly hired to teach a 10th grade English class—what “pieces” would you need to consider in this “puzzle” of a school year?
- 11/7 Thinking/questioning
Reading due: Burke Ch. 9, 19
Assignment(s) due: TBA
- 11/14 Thinking/Reading
Reading due: Burke Ch. 4, 5
Assignment(s) due: TBA
- 11/28 Reading
Reading due: TBA
Assignment(s) due: TBA
- 12/12 Speaking and listening
Read: Burke Ch. 8 and TBA
Assignment due: TBA

Spring dates to be determined, but topics will include:

- Writing
- Responding to student texts
- Assessment
- Others to be determined