

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 546B – Secondary English Education - CRN
Spring 2009, 5:00-7:45, UH 440

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Class Meetings

1/26, 1/31, 2/2, 2/9, 2/23, 3/2, 3/9, 3/23, 4/13, 5/4

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College of Education Mission Statement

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. *(adopted by COE Governance Community, October 1997)*

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this course, 2 absences will lower your grade by one full grade. If you miss more than 2 sessions, you will not pass the course. Notification of an absence does not constitute an excuse.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the lesson plan, reading reflections, and writing packet assignment.

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.

Students 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 student 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 the instructor, 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 e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College 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 electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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 designs, and 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 COE website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Course Description

This course is designed in a seminar format to focus intensively on the discipline of English/Language Arts. In this course, students will explore theories and strategies for teaching all facets of language arts and literacy: 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.

Course Prerequisites Consent of Program Coordinator plus successful completion of EDSS 546A.

Course Objectives

Credential candidates will:

- effectively plan and sequence instruction in English/Language Arts.
- analyze student work and assessments to develop an instructional profile and plan.
- utilize multiple resources to support students in their acquisition of reading, writing, speaking and listening skills.
- establish effective learning environments that foster students' growth in all areas of language arts while empowering them to think critically and open-mindedly.
- explain and demonstrate the use of questioning strategies that foster a spirit of inquiry and critical thinking in the classroom.
- explain and demonstrate the connections between technology and the English/Language Arts classroom.
- use reflection as a means of interpreting classroom experiences (in the field and at the university).

Required Texts

Beers, K. (2003). *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.
Burke, J. (2008). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
CDE. (2007). *California English--Language Arts Content Standards*. Sacramento: California Dept. of Education. (Also available at www.cde.ca.gov)
Kittle, P. (2008). *Write Beside Them*. Portsmouth, NH: Heinemann.

Course Requirements (Assignments)

Reading responses – 20 points
Writing packet – 25 points
Lesson plan – 25 points
Supplemental resources/poster session – 20 points
Thoughtful participation/Professional demeanor – 10 points

Reading Responses/Essential Questions: In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for the week. To do this, you will need to do a one-page reflection on the readings for class. It can discuss all of the reading, one chapter, or one topic. At the end of your one-page discussion, write down two essential questions that could be used to begin a discussion on the readings.

Sample writing and revision of one piece of writing: In order to continue our dialogue about writing, writers' workshops, and the craft of writing, you will create a piece of one type of writing based on one genre from the standards at the grade level of your choice. For full credit, you will need to turn in your rough draft (with feedback from your partner), final revised piece, a reflection explaining the changes you made based on your partner's feedback, and a reflection on your experience with the workshop process.

Supplemental Resources and Poster Session: In order to be prepared for success for your first year of teaching, you will need to compile the following with a partner:

1. A minimum of six resources that connect to one specific novel that will be found in a typical Language Arts classroom. These **SIX** resources could be, but are not limited to, picture books, websites, music lyrics, video clips, professional journals, teaching resources, technology resources, web quests, etc.
2. **Socratic Seminar resources:** Great Socratic Seminar materials often are derived from magazine or newspaper articles, music lyrics, famous speeches, or poems. Great resources are usually short in length and lend themselves well to lengthy in-depth discussions. Your job is to collect **FOUR** of these resources and connect them to literature (it could be the same novel that you used for #1) that might be taught in a typically high school English classroom. Be sure to choose resources that encourage students to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
3. You will display all of these resources in a poster that you will present during a whole class poster session. **Make copies of your resources for each member of our class.**

Lesson plan: Working alone or with up to two other people, you will pick one of the major modes of writing found in most grades 9-12 Language Arts classes. Your job will be to develop a **detailed lesson plan** for how you will bring your students successfully through the writing process. When writing your lesson plan, make sure that you explicitly state what you will do and that you emphasize the **TEACHING** of writing, not the assigning of a genre.

Thoughtful participation/Professional demeanor: 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, I expect that each student will participate actively and thoughtfully in each class session.

Grading Scale

94 – 100% = A

90 – 93% = A-

88 – 89% = B+

84 – 87% = B

80 – 83% = B-

78 – 79% = C+

Grading Standards

Grades will be assigned based upon the level of connectedness to the instructions specified in this syllabus. I expect that all final work is error-free in terms of grammar, spelling, and punctuation. Late work will only be considered on a case-by-case basis. Students must have extenuating circumstances and discuss them with the instructor well before the assignment is due. If permission to turn work in late is not explicitly granted by the professor, late work will not be accepted nor considered in the final grade.

Tentative Class Schedule (Although this schedule is carefully planned, it is subject to change based on teachable moments and unforeseen events.)

Date	Topic	Reading Due	Assignment Due
Session 1 1/26/09	<ul style="list-style-type: none"> Reflection of first semester learning Where do we need to go this semester? Review Syllabus 		
Session 2 1/31/09 SATURDAY	<ul style="list-style-type: none"> Attend <i>Fusion of Best Writing Conference</i> Sponsored by the San Marcos Writing Project 8:30 am-1:00 pm 	NO reading for this session.	Fill out and submit registration form that I will give you in class.
Session 3 2/2/09	<ul style="list-style-type: none"> Writing What does good writing look like? How do you teach the criteria? 	Kittle, chapters 7, 8, & 9	Due: Reading reflection
Session 4 2/9/09	<ul style="list-style-type: none"> Writer's workshop Giving and using effective feedback More on teaching grammar 	Kittle, chapters 10 & 12 <i>Re-read</i> Kittle chapter 11 <i>Skim</i> Burke, chapter 7	Due: First draft of writing Due: Reading reflection
Session 5 2/23/09	<ul style="list-style-type: none"> Using the ERWC template to write lessons Understanding the difference between teaching and assigning Assessments in the English classroom 	<i>Re-read</i> Beers, chapter 3 & 4 <i>Re-read</i> Burke, chapter 11 Kittle, chapter 13	Due: Writing packet Due: Reading reflection
Session 6 3/2/09	<ul style="list-style-type: none"> Comprehension instruction revisited Teaching students how to choose texts 	<i>Re-read</i> Beers, chapters 6, 7, & 8 <i>Skim & re-read</i> Burke, chapter 4	Due: Writing lesson plan Due: Reading reflection
Session 7 3/9/09	<ul style="list-style-type: none"> Supporting and challenging all learners in your Language Arts classroom Making Shakespeare accessible 	<i>Re-read</i> Beers, chapters 5, 13 Beers, chapter 10 Burke, chapters 16 & 20 Burke, pages 74-78 and chapter 10	<i>You do not have to read all of the assigned chapters. Skim and choose the ones that look interesting.</i> Due: Reading reflection
Session 8 3/23/09	<ul style="list-style-type: none"> Development of oral language and communication Supplemental materials poster presentations 	<i>Re-read</i> Burke, chapters 8 & 9	Due: Supplemental materials posters Due: Reading reflection
Session 9 4/13/09	<ul style="list-style-type: none"> Brainstorm solutions to questions, concerns, and problems 	Pick one chapter from Beers, Kittle, or Burke to read or re-read that connects to your pressing problem or concern.	Bring: A pressing concern or problem PLUS a success story Due: Reading reflection
Session 10 5/4/09	<ul style="list-style-type: none"> Closure, reflections, and goals 		

LESSON PLAN OUTLINE

- I. Context (class, grade, lesson focus, lesson # in unit):
- II. Student facts (specific student characteristics to keep in mind for this lesson (focus of differentiation)):
- III. Lesson objectives (cognitive, affective, psychomotor, language):
- IV. State content standards addressed:
- V. Assessments for each objective (diagnostic, formative, summative):
- VI. Steps of Instruction:
[As instructional steps are identified also include: estimated time, methods of transition and grouping, questions to be asked, and specific examples of what you will do to explicitly teach the concepts on which you are focusing.]
 1. INTO (accessing prior knowledge, creating a hook)
 2. THROUGH (supporting students' learning with varied and focused instructional strategies; consider how you'll structure teacher input, guided practice, independent practice/demonstration, etc.)
 3. Lesson closure
 4. Where the timing is appropriate, strategies to help students move BEYOND the lesson.
- VII. Materials needed for the lesson:
- VIII. Reflection after the lesson:
 1. For the purposes of this assignment, reflect on the process of writing the lesson and how you think it will go when you teach it.