

California State University San Marcos  
COLLEGE OF EDUCATION

EDSS 546A – English/Language Arts Methods in the Secondary School  
Fall (2 credits) and Spring (1 credit) 2002-2003: All Cohorts

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University Hall: Room 307

Office Hours: before and after class  
and by arrangement

**Class Meetings: Wed. 5:30-8:30**

**Sat. 9:00-3:00** (1/2 hr. lunch)

**Fall: 9/25, 10/12, 10/23, 11/6, 11/20, 12/4, 12/14**

**Spring: TBA**

**Start in room UH 458**

**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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

*(adopted by COE Governance Community October, 1997)*

**Infused Competencies**

**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. See “Authorization to Teach English Learners Competencies.” *(approved by CCTC in SB 2042 Program Standards, August 02)*

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

**Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (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.

## 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: 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 Goals

### *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).

## Teacher Performance Expectation 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. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

### Primary Emphasis

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

Teaching English-Language Arts in a Single Subject Assignment

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 6C and 6D: Developmentally Appropriate Practices in Grades 9-12 and Developmentally Appropriate Practices for Special Education

TPE 9: Instructional Planning

TPE 10: Instructional Time

### Secondary Emphasis:

TPE 2: Monitoring Student Learning During Instruction

TPE 5: Student Engagement

TPE 7: Teaching English Learners

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

## “Essential” Questions Generated by You

- **Planning:** unit, lesson, for a novel, developing meaningful instructional with short class periods, incorporating art, music, etc., differentiating instruction for different levels and ELL students (what if only 1-2 ELL students—where does SDAIE fit)?
- **What to teach:** how much flexibility, how do you know what to teach, bring in own texts?
- **Assessment:** how to build in effective assessments, assessing cooperative group work, what if you don’t want to use grades?
- **How to deal with standardized tests:** student preparation, what if I disagree with them, etc.?
- **Motivating students:** how to draw them in, how to get students to read, how to get students to analyze text, inspiring passion for reading and writing?
- **Reading:** creating meaningful in-class reading, working with symbolism, how much literary theory, how to jigsaw fictional texts/plays?
- **Writing:** how much creative writing, how to respond to student writing (and keep sanity)?
- **Vocabulary:** prioritizing, ways of teaching?
- **Grammar:** how to incorporate effective instruction, where to teach?
- **Speaking:** how much public speaking instruction?
- **Critical thinking:** how to foster?

### Required Texts

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

*California English--Language Arts Content Standards*. Sacramento: California Dept. of Education, 1998.

Choate, Joyce S. *Successful Inclusive Teaching*. MA: Allyn and Bacon, 2000.

Langer, Judith. *Envisioning Literature: Literary Understanding and Literature Instruction*. NY: Teachers College Press, 1995.

Zemelman, Steven and Harvey Daniels. *A Community of Writers: Teaching Writing in the Junior and Senior High School*. Portsmouth: Heinemann, 1988.

### Optional Texts

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

Weaver, Constance. *Lessons to Share*. Portsmouth: Boynton/Cook, 1998.

### Other Texts Worth Owning/Reading Early in Your Career:

Atwell, Nancy. *In the Middle*

Claggett, Fran. *Drawing Your Own Conclusions*

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

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

### Assignments

- **Class Preparation and Participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts. I will assign a specific response method or I will have you respond to your reading in any of the ways used in the EDSS 521 (literacy) class, or in some other manner that you know helps you to “process” your reading. Remember the goals for any response method you choose: to help you better contemplate, organize, and understand your reading, and to be prepared for thoughtful discussion. **These will be due with each article/excerpt assigned—see**

**calendar.** You will also be responsible for a variety of informal in-class presentations and for bringing in “artifacts” from your student teaching/observation experiences. Come to class prepared to participate. **First and second semester. (percentage completed with some quality checks)**

- **Lesson Modeling:** You will model a variety of lessons/parts of lessons for your colleagues. These experiences will be an opportunity to receive and discuss feedback and to refine your practice. You will also view a videotaped version of yourself as you give a lesson and then write an observation reflection about the lesson. **First and second semester. (graded on a 4-point rubric and averaged together by semester)**
  
- **Unit Plan (with 2 developed lesson plans):** Teachers will develop a multi-week integrated literature unit that demonstrates how they plan and sequence instruction both short and long term. The plan will include clear unit goals, identification of CA standards addressed, a diagnostic assessment tool to identify students’ current levels with relation to the goals/standards, a series of formative assessment tools (including self-assessment) to monitor student progress and to adjust instruction, and a summative assessment tool. This unit must contain opportunities for students to work in all areas of language arts: reading, writing, speaking and listening. The plan will also include:
  - ✓ use of a “core” text and supplemental texts (to include non-fiction).
  - ✓ opportunities for students to think at advanced levels.
  - ✓ opportunities for students to think creatively.
  - ✓ evidence of a variety of teaching strategies, including cooperative learning.
  - ✓ evidence of effective questioning strategies.
  - ✓ evidence of SDAIE strategies.
  - ✓ evidence of differentiated instruction to meet the needs of a wide range of students.
  - ✓ use of technology to further the goals of the unit.
  - ✓ an overview of how this unit fits with what comes before it and what will come after it.(Critical Assessment Task) **First semester. (graded on a 4-point rubric)**
  
- **Writing Plan:** Teachers will develop a writing plan that demonstrates how students will move through the writing process to arrive at a polished piece. The writing plan will include diagnostic, formative, and summative assessment opportunities (with self-assessment as a piece) and varied teaching strategies to address the instructional needs at each “stage” of the writing process. The plan will also include:
  - ✓ opportunities for students to think at advanced levels.
  - ✓ opportunities for students to think creatively.
  - ✓ evidence of differentiated instruction to meet the needs of a wide range of students.
  - ✓ evidence of SDAIE strategies.
  - ✓ use of technology to further the goals of the unit.
  - ✓ an overview of how this unit fits with what comes before it and what will come after it.(Critical Assessment Task) **Second Semester. (graded on a 4-point rubric)**
  
- **Reflective Writings:** 1. Assessment profile: Teachers will review a variety of examples of student work and standardized test scores to determine the instructional “profile” of a student—his/her strengths and areas for growth, grade-level standards that are evident or not. Teachers will develop a student profile and write a reflection addressing how they would meet this students’ unique needs in the context of the classroom (and beyond if necessary). This reflection must also include how the teacher would communicate the instructional needs and plan for this student to a parent/guardian. (Critical Assessment Task) 2. Teachers will write a reflective essay about their overall learning and connections to the field. **Second Semester. (graded on a 4-point rubric and averaged together)**

**TENTATIVE Calendar (subject to change)**

DATE	CLASS FOCUS	READING DUE	ASSIGNMENTS DUE
9/25 Wed.	<ul style="list-style-type: none"> <li>• What does it mean to teach English?</li> <li>• What are our essential questions?</li> <li>• Overview of seminars</li> </ul>		
10/12 Sat.	<ul style="list-style-type: none"> <li>• Planning: long and short range</li> </ul>		<ul style="list-style-type: none"> <li>• Bring CA. English/ language arts standards (download from <a href="http://www.cde.ca.gov">www.cde.ca.gov</a>)</li> <li>• Bring Burke book</li> <li>• Full-timer cohorts: Bring all planning work from EDSS 511</li> </ul>
10/23 Wed.	<ul style="list-style-type: none"> <li>• Unit planning check-in</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Burke: Ch. 11</li> <li>• Review the California State Tests site, specifically looking at the SAT-9 and CAHSEE. Read background info. on these two tests so you know what they test, when, etc. ( website URL: <a href="http://www.cde.ca.gov/state_tests/">www.cde.ca.gov/state_tests/</a> )</li> </ul>	<ul style="list-style-type: none"> <li>• Burke reader response: With which of the assessment tools are you most familiar from your own experiences as a student? Which tools appeal most to you as a teacher (and <b>why</b>) as you think about your philosophy of education and your goals for students?</li> <li>• Bring in a copy of a sample SAT-9 student report (high school level) and one page of sample English/lang. arts question(s) from the CAHSEE</li> </ul>
11/6 Wed.	<ul style="list-style-type: none"> <li>• Assessment continued</li> <li>• Set up for literature focus</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Alfie Kohn’s website and explore his perspective on testing (you can also look at issues of rewards, discipline, etc. if you’re interested). (<a href="http://www.alfiekohn.org">www.alfiekohn.org</a>)</li> <li>• Look at the state reading lists (<a href="http://www.cde.ca.gov/literaturelist/">www.cde.ca.gov/literaturelist/</a> and <a href="http://www.cde.ca.gov/state_tests/star/readinglist.html">www.cde.ca.gov/state_tests/star/readinglist.html</a> )</li> <li>• Burke: Ch. 4</li> </ul>	<ul style="list-style-type: none"> <li>• Kohn: What does Kohn’s perspective bring to your view of standardized testing? Jot down notes/thoughts you have for discussion.</li> <li>• Burke: Reader response of your choice.</li> </ul>

11/20 Wed.	<ul style="list-style-type: none"> <li>• Instructional strategies for literature (and other texts)</li> </ul>	<ul style="list-style-type: none"> <li>• Langer: Ch. 1-6</li> </ul>	<ul style="list-style-type: none"> <li>• Reader response: create a diagram, visual, or other type of graphic organizer for EACH of these specific areas/ideas: <ol style="list-style-type: none"> <li>1. Defining “envisionment”</li> <li>2. Stances of envisionment-building (15-19)</li> <li>3. Principles of practice ((56-60)</li> <li>4. Teaching options—relate these to what you know about into/through/beyond frame from literacy (87-93)</li> </ol> </li> </ul>
12/4 Wed.	<ul style="list-style-type: none"> <li>• Strategy modeling presentations</li> <li>• Intro. vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Langer: 7-8</li> <li>• Burke: Ch. 5</li> <li>• Choate: Ch. 7</li> <li>• Optional text: Allen (any parts)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner strategy modeling</li> <li>• Reader response: one pager for each reading (Langer, Burke, Choate)</li> </ul>
12/14 Sat.	<ul style="list-style-type: none"> <li>• Strategy modeling presentations</li> <li>• Critical thinking and questioning</li> <li>• Technology applications</li> </ul>	<ul style="list-style-type: none"> <li>• Burke: Ch. 9 and 12-13</li> </ul>	<ul style="list-style-type: none"> <li>• Burke: Reader response of your choice.</li> <li>• Individual strategy modeling (vocab/word analysis focus)</li> <li>• Unit plan (revised for full-time?) due</li> </ul>
For next seminar (Feb)	<ul style="list-style-type: none"> <li>• Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Choate: Ch. 6</li> <li>• Burke: Ch. 8</li> <li>• CA stds. 9/10 or 11/12: Oral Language Conventions and Speaking and Listening sections</li> </ul>	<ul style="list-style-type: none"> <li>• Burke/Std: Looking at the oral language and speaking/listening standards, identify ways in which you see yourself teaching students the identified skills. It’s okay to hypothesize or to use specific resources/texts from your teaching experience as models. This is a chance for you to conceptualize the ways in which these skills might be “threaded” throughout your course.</li> <li>• Choate: Reflection: how would you support a student in your class who presents specialized oral language needs (pick an example from ch. 6)? Think about how they would work with the standards and how they might develop some key skills.</li> </ul>

## Grading Rubric for EDSS 546A/B

### **“A” students:**

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and professionally, receiving 3.7 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of teaching English/language arts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. always collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes) (see syllabus).

### **“B” students:**

1. comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.7 –3.6 average on all assignments.
3. usually connect assignments to their developing overall understanding of teaching English/language arts; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are ready to engage in thoughtful discourse
7. demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes) (see syllabus).

### **“C” students:**

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.7 – 2.6 average on all assignments.
3. make limited connections between assignments and their developing overall understanding of teaching English/language arts; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse.
7. meet the minimum attendance requirements (see syllabus).

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

## GRADING NOTES

- Students must meet the attendance requirements to be eligible for the grade described. It is a “prerequisite” for earning a particular grade.
- Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully and at the discretion of the instructor.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education. All ideas/material 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.

### **Attendance**

Due to the dynamic and interactive nature of course in the COE, 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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.



## AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about Their students
<b>II. Theories and Factors in First- and Second- Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution