

**California State University San Marcos
COLLEGE OF EDUCATION**

**EDSS 546A – English/Language Arts Methods in the Secondary School (CRN: 42096)
Fall (2 credits) and Spring (1 credit) 2004-2005: All Cohorts**

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University Hall: Room 323

Office Hours: Wednesday 3-5, or by appointment

Class Meetings:

Thurs. 6:00- 9:00 MHHS, 610

Fall: 9/13, 9/20, 9/27, 10/4, 10/11,

10/25, 11/1, 11/15, 11/22, 12/6

Spring: TBA

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).

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)*

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.

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

Required Texts

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Portsmouth: Heinemann. 2003.
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.
Strong, William. *Coaching Writing: The Power of Guided Practice*. Portsmouth: Heinemann. 2001.
Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)

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*
Rosenblatt, Louise. *The Reader, the Text, the Poem and Literature as Exploration*
Palmer, Parker. *The Courage to Teach*

Tentative Class Schedule (Subject to Change)

Date	Topic	Reading Due	Assignment Due
Sept. 13	<ul style="list-style-type: none">• Why teach English?• What are our essential questions?• Course overview		
Sept. 20	<ul style="list-style-type: none">• Literacy• Socratic Seminar	Beers: Ch 1-3 Burke: Ch 9	Bring in reading response and essential questions
Sept. 27	<ul style="list-style-type: none">• Literacy Continued	Beers: Ch 4-8 These are important chapters!!	Reading response and essential questions

Oct. 4	<ul style="list-style-type: none"> • Planning for Literature Instruction • <i>Time with partner to prepare presentations</i> 	Burke: Ch 10	<p>Reading responses and essential questions</p> <p>Bring materials you will need for your final presentations</p>
Oct. 11	<ul style="list-style-type: none"> • Creating a Balanced Writing Program 	Read chapter 1 from Strong and then choose one other chapter to read. We will sign up for these chapters	<p>Reading responses and essential questions</p> <p>Bring 2 page essay for writer's workshop from one of your journal topics</p>
Oct. 25	<ul style="list-style-type: none"> • Writing Continued • Speaking and listening 	<p>Burke: Ch 4</p> <p>Burke: Ch. 8</p>	<p>Reading responses and essential questions</p> <p>Revision of essay due. Staple first draft with new version. Include one paragraph description explaining in detail the kinds of changes you made to your paper.</p>
Nov. 1	<ul style="list-style-type: none"> • Assessing students in English class: What are we trying to accomplish? <p><i>Time for planning with your partner presentations</i></p>	Burke: Ch 11	<p>Reading responses and essential questions</p> <p>Bring any materials you will need to finalize your group presentations</p>
Nov. 15	<ul style="list-style-type: none"> • Instructional Strategies for literature and other texts • Begin lesson plan presentation 	Burke: Ch 13-14	<p>Last set of reading responses and essential questions</p> <p>Groups presentations begin</p>

Nov. 22	<ul style="list-style-type: none"> Lesson Plan Presentation 		Groups presentations
Dec. 6	<ul style="list-style-type: none"> Lesson Plan Presentations/ Class closing/ Reflections 		Group Presentations Complete Reading responses due: highlight the important aspects of your responses

Assignments

- 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 discussion to the readings for class. This can be a one-page discussion regarding 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. We will go over examples of effective reading responses in class. At the end of the course you will be asked to turn in your complete packet of reading responses and essential questions. **Before you turn the responses in, re-read your writing and highlight the most important aspect of your responses. (30 Points- see rubric)**
- Sample writing and revision of one piece of writing:** You will be asked to create a two-page typed essay. The purpose of this essay is to help us learn how to conduct effective writer’s workshops that you can use in your own English classrooms. You will need to bring in a rough draft and then revise the essay based on the feedback you received from your colleagues. Your writing will consist of an expanded version of a journal entry or of the writing we do during our first class session. Regardless of which piece you choose, make sure it is well structured, well crafted, and ready for our writers’ workshop. Enjoy the process! **(20 Points complete packet)**
- Lesson plan strategy modeling:** With a partner, you will present a 15-20 minute lesson centered on reading or vocabulary development. The purpose of this assignment is to get you comfortable using the strategies we will have discussed and explored throughout the class. You will be asked to provide a handout of your lesson plan for each member of our class. **(40 Points, see rubric)**
- Attendance and participation: (10 Points)**

CoE 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, 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.

Instructor Application of the Policy: We meet 10 times in the fall 80% = 7 classes. That means if you miss more than 2 sessions you will not pass the 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.

Grading Scale

94 – 100% = A

90 – 93% = A-

88 – 89% = B+

84 – 87% = B

80 – 83% = B-

78 – 79% = C+

Reading Responses/Essential Questions Rubric

Very Effective

- Packet consists of complete and thoughtful reading responses as well as essential questions
- Reading responses have been re-read and important issues or concepts have been underlined or highlighted
- Responses go beyond the obvious when reflecting, summarizing, and discussing, etc.
- Packet is well organized

Effective

- Packet consists of mostly complete and thoughtful reading responses as well as essential questions. A few questions or entries might be missing
- Reading responses have been mostly re-read and important issues are underlined or highlighted
- Responses summarize more than really explore implications, but there's some sense of attempting to make some kind of personal or professional connection.
- Packet is well organized

Somewhat Effective

- Packet is somewhat complete but doesn't develop the thinking. Questions or entries are clearly missing
- Some of the reading responses have been re-read. Some of the responses are somewhat highlighted or underlined
- Responses are mostly summaries of the readings.
- Packet is somewhat organized

Less Effective

- Packet is not complete. Questions and entries are missing
- Reading responses have not been re-read. Responses have not been highlighted or underlined
- Work is generally incomplete and/or lacks thought
- Packet is not organized

Strategy Modeling Assignment: Reading Strategy or Vocabulary Building Strategy

Goals:

- To enhance your understanding of what it means to help students interact with and interpret literature at increasingly more sophisticated levels and/or to help students develop a richer, more varied vocabulary.
- To give you an opportunity to practice teaching in a safe and reflective environment.
- To expand your repertoire of reading strategies.
- To bank multiple reading strategies that you can use in your classroom.

Requirements:

- With a partner, MODEL (that means actually take us through it) ONE strategy that will help students interact with and interpret literature in a meaningful way or that will help students develop their vocabulary in a meaningful way acquire new vocabulary (looking at whole concepts, not just words!).
- Both partners must have an active part in the teaching (including talking, demonstrating, assisting the audience, etc.).
- Use a variety of appropriate instructional modes (auditory, visual, kinesthetic, etc.) to effectively model your strategy. Pretend we are your high school students (assume we are receptive and cooperative!), and do what you would do as an effective teacher highlighting this one strategy.
- Before or after your modeling, provide the class with a clear purpose for using this strategy. Make sure you can articulate the “why” and the “so what” of the strategy.
- Given our time constraints, make good decisions about how to use portions of the text or shorten the time for specific parts of the strategy to allow all groups to present.
Time limit: 10-15 minutes.
- Develop a peer assessment tool that can be used by some of your colleagues to offer feedback on your teaching (remember that they need to fill it out while watching you; make it short and sweet). Bring 5 copies to class (one for me; four for people who will give you written feedback). Be ready to receive oral feedback from your colleagues as well.
- **Bring copies of your lesson plan for each member of our class.**

Resources to consider using:

- ✓ Burke’s book
- ✓ Beer’s book
- ✓ Janet Allen’s *Words, Words, Words* (optional book)
- ✓ Strategies developed in our class
- ✓ Own teaching or observation experiences

GENERAL LESSON PLAN FORMAT

CONSIDERATIONS BEFORE THE LESSON

A. Facts about the Learners

1. Who are my students and how do they learn?
2. What forms of communication do my students use?
3. Which students have identified accommodations (in an IEP) and what are the accommodations?

B. Content/Context

1. What is my content area/grade level/unit topic?
2. At what point in the sequence of the unit is this lesson (beginning, middle, end)?
3. How will the content of the lesson connect to the content of the preceding and subsequent lessons?
4. Which state academic standards for students will I address?
5. What are my learning objectives (cognitive, affective, psychomotor, and language)?

C. Product/Assessments

1. How will I assess prior knowledge and skills before entry into the lesson (diagnostic)?
2. In what varied authentic ways will students demonstrate accomplishment of the objectives (formative and summative)?
3. What criteria will I use to judge students' success for each objective?

D. Management/Discipline Considerations

1. What materials and resources are needed?
2. How will technology enhance learning in meaningful ways?
3. How will I handle the room arrangement?
4. How will I handle student grouping?
5. How will I handle transitions and misbehavior?

OPENING THE LESSON (INTO)

A. Anticipatory Set

1. How will I motivate and focus students?
2. What activities will I use to tap into prior learning and knowledge and engage ALL students?

PROCESS/STEPS OF INSTRUCTION AND ASSESSMENT (THROUGH)

A. Teacher Input

1. How will I describe and model skills?
2. How will I provide examples and non-examples, demonstrations, or experiential activities?
3. How will I teach to the objectives?
4. How will I actively involve all students?

B. Guided Practice/Progress Monitoring

1. How will students practice with my guidance: alone, with a partner, or in cooperative groups?
2. How will I check for students' understanding and use formative assessment tools?

C. Independent Practice/Summative Assessment

1. **How will students practice alone?**
2. **What kind of "product" will students produce as a culminating demonstration of their learning?**

D. Closure

1. **How will I have students summarize and make meaning of their learning?**

AFTER THE LESSON (BEYOND)

A. Transfer

1. **How will I structure opportunities for students to continue practice and transfer learning?**

B. Reflection

1. **What went well with the lesson and was it relevant and worthwhile for the students?**
2. What evidence do I have that the lesson was effective for student learning?
3. Based on what happened today, what will I do tomorrow?
4. What changes will I make to enhance learning the next time I teach this lesson? Why?

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.]
 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: