

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

**EDSS 546A ~ SECONDARY ENGLISH EDUCATION METHODOLOGIES
FALL 2012**

Tuesdays, 7:00-8:50 PM, UNIV 237

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SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School 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).

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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>

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy

- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

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 546A SECONDARY ENGLISH METHODS COURSE DESCRIPTION & REQUIREMENTS

Course Description

EDSS 546A (2 units) Secondary English Education A

Focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part A. *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>

Resources (for starters)

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

Read write think: sponsored by the International Reading Association and National Council of Teachers of English <http://www.readwritethink.org/>

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. 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

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?

II. Assignments

- **Reading Responses/Essential Questions (20 points possible):** 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 on the syllabus.
- **Unit Overview and Lesson Design (35 points possible):** You will write an in-depth lesson or series of lessons (to comprise 1 week of instruction) based on a concept and standard(s) you are teaching in Clinical Practice. You will provide a brief overview of the unit in which the lesson(s) will be taught in addition to the specific lesson design. You may use the Expository Reading and Writing Course (ERWC) format we will discuss in this class or the lesson plan template you learn in EDSS 511. We will model several strategies in class and discuss, in depth, how to plan effective Language Arts lessons and units.
- **Sample writing and revision of one piece of writing (25 points possible):** You will be asked to work through the writing process on an essay, narrative, report, etc. that you will be teaching to your own students. While you will not have time, or the need, to write each and every assignment that you give to your students, engagement in the writing of some of the assignments helps you to foresee difficulties and provide necessary supports that will help your students. It also helps to provide a model for your students and allows you to talk aloud about your own writing process. The purpose of this is to help us learn how to conduct effective writer's workshops that you can use in your own English classrooms. To receive full credit, you will need to bring in a completed final packet/task sheet that contains (1) pre-writing assignments (2) the rough draft, (3) the final revised essay based on the feedback you received from your colleagues, (4) one typed paragraph explaining in detail the changes you made to your first draft based on the peer-feedback and (5) a reflection of how this worked in your classroom with students.
- **Reflection on Teaching (10 points possible):** The most useful part of any learning experience is when you make connections to the material being taught in a personal, meaningful way. You should be thinking about how you can use what we are learning in EDSS 546 and how it affects your practice. The purpose of this assignment is to help you be more aware of those "light bulb" moments when you make connections between what you are learning and your personal experience. You will write a reflection on one of those

moments. Write a paper where you identify what course concept or educational theory you connected with and describe how it validates what you have been thinking or have experienced. It is due by the last class session but can be turned in at any time.

- **Thoughtful participation (assessed partially by Professional Dispositions):** 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 electronically. Please consult with me should this be necessary.

EDSS 546A SECONDARY ENGLISH METHODS COURSE CALENDAR

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

Session/Date	Topic	Your Responsibilities
#1 8/28 7:00-9:00	Introductions, Community building, meeting Jim Burke	Read: Introduction in Burke p. xiii Highlight a quote from each bold-faced section that is particularly interesting to you and be prepared to share with a small group why you selected that particular quote. Be there, be on time, bring your text.
#2 9/11 5:00-8:00	Know your students Writing Workshop	Read: Ch. 22, 25, 27 Reading response: highlight a quote from each section in the chapters. Create a "ticket to class" that includes three questions you can pose to a discussion group next week.
#3 9/25 5:00-8:00	Writing practices What types of writing are in your unit? ERWC	Read: Ch. 7 Due: Reading Response Draft of writing piece
#4 10/9 5:00-8:00	Reading practices What readings are in your unit? What reading strategies do you need to teach	Read: Ch. 4. Due: Reading guide Sample writing and revision of one piece of writing
#5 10/27 Saturday Joint meeting with Soc. St. 9:00-3:00	Lesson and Unit Planning Assessment	Read: Ch. 10 & Ch. 11 Due: Reading Response Bring in draft of lesson/unit plan you will be teaching.
#6 11/6 5:00-8:00	Inquiry, critical thinking, and discovery (Socratic seminars and literature circles)	Read: Ch. 8 & 9 Due: Reading Response Unit/lesson plan
#7 11/27 5:00-8:00	Teaching vocabulary and grammar	Read: Ch. 5 & 6 Reading Response: Summarize in one paragraph how Burke teaches grammar and vocabulary. Survey 3 teachers at your school and ask them how they teach grammar and vocabulary and why they teach it that way. Which of these methods do you want to try this semester and why? Due: Reflection on Teaching
#8 12/4 5:00-8:00	Ethics	Read: Ch. 19

EDSS 546 Assignment Sheet

Name _____ e-mail _____
School Site _____ Clinical Practice Class _____

_____ **Reading Responses/Essential Questions (20 points possible)**

_____ **Unit Overview and Lesson Design (35 points possible)**

_____ **Sample writing and revision of one piece of writing (25 points possible)**

_____ **Reflection on Teaching (10 points possible):**

_____ **Thoughtful participation (assessed partially by Professional Dispositions)**