

<b>Course Number</b>	<b>EDSS 546A</b>
<b>Course Title</b>	<b>Secondary English Education A</b>
<b>CRN Number</b>	<b>CRN 41034</b>
<b>Days</b>	<b>Tuesdays/ERWC trainings</b>
<b>Time</b>	<b>4:30 - 7:00</b>
<b>Course Location</b>	<b>CSUSM University Hall Room 273</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
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<b>Hours</b>	<b>By Appointment and After Class</b>

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DETAILS

### **Course Description**

This course focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part A.

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.

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

### **Course Objectives**

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.*

During courses EDSS 546A and EDSS 546B using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the California Reading/Language Arts Framework, 2007 and California State Program Standards:

1. Connect reading, writing, and oral language processes in an integrated fashion.  
Teacher candidates in English understand, plan, design, and implement instruction that includes the following:  
Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
2. Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
3. Purposes and characteristics of the major genres of literature.
4. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
5. Writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
6. Academic language development emphasizing discourse that leads to the production of complex texts.
7. Incorporation of technology into language arts as a tool for conducting research.
8. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
9. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
10. Instruction in speaking applications including grade-level genres and their characteristics.
11. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

### **Credit Hour Policy Statement:**

Candidates will attend 5 face to face class sessions as well as attending the CSU certified 3.5 day training (25 hrs) for Expository Reading and Writing Curriculum (ERWC) presented at the North County Regional Educational Center and receive a certificate of completion.

### **Required Texts and References**

- Burke, Jim. *The English Teacher's Companion.*, 4<sup>th</sup> edition. Portsmouth: Boynton/Cook, 1999.
- 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/>
- **California Content Standards:**  
<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>
- **All candidates will have access to Cougar Courses for EDSS 546A with detailed information.**

#### **Resources (for starters)**

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

## **STUDENT LEARNING OUTCOMES**

### **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. 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 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*

### **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

#### **CalTPA**

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

#### **edTPA**

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed.

Additional support materials are available on the edTPA website:

[http://www.edtpa.com/PageView.aspx?f=GEN\\_Candidates.html](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html)

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

### **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 – *does not meet*, *approaching*, *meets*. 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.

## GENERAL CONSIDERATIONS

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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. **Notification of an absence does not constitute an excuse.** (Adopted by the COE Governance Community, December, 1997).

### **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 assignments must be original work, clear and error-free. 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **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.

### **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 Disabled 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. 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.

### **All University Writing Requirement**

The writing requirement of 2500 words will be met through research responses and notes, teacher interview, strategy matrix, lesson plans and unit plan and written communication to students and parents. 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.

### **Use of Technology**

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **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 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 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.

## **COURSE REQUIREMENTS AND GRADING STANDARDS**

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.

### **EDSS 546A SECONDARY ENGLISH METHODS Course Assignment Descriptions**

#### **I. Concepts and Essential Questions**

##### **Know your students**

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**

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**

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**

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**

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 21<sup>st</sup> century**

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 21<sup>st</sup> Century?

## **2. Assignments (in brief)**

- **Research Responses and notes (20 PTS):** In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings, notes and surveys for the week. You will hand in research responses and notes in the format assigned on the syllabus.
- **Teaching English Learners in Clinical Practice I: Lesson Design, Implementation and Reflection. (40 points)** In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.
- **Thoughtful participation (assessed partially by Professional Dispositions 20 points):** 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.
- **Required attendance and completion of assigned projects for the ERWC training (20 pts).**

## ENGLISH METHODS CALENDAR – FALL 2015

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

Date	Topic	Your Responsibilities
<b>Sept 8</b> <b>Session 1</b> What is English and why teach it every year?	Introductions, Community building Meeting Jim Burke Syllabus review	<b>Come prepared to learn, participate and share! ;)</b> UH 273 Review Jim Burke's website Engaged Pedagogy
<b>Sept 10 Or</b> <b>October 8</b> <b>Session 2 &amp; 3</b> <b>ERWC</b>	Expository Reading and Writing Curriculum Training, first session	HF: <u>BEFORE THE FIRST MEETING OF ERWC:</u> Read Sign-on San Diego Article: Literary Classic Shelved for Writing (see Cougar Course) ERWC Assignments
<b>Sept 22</b> <b>Session 4</b>  What will I teach and how?  CA content standards for ELA and ELD	Delivery of instruction: Learning styles: Bloom, Gardner, Piaget, VAK, Quantum Teaching and learning, ZPD Unpacking the Standards Instructional vocabulary-explicit teaching Language: what does it mean to you? Today? <b>ALA Banned Books Week: September 27–October 3, 2015</b> The Skills Stuff: Spelling, academic vocabulary (content terms), general vocabulary, word origins and analysis <i>To discuss: What areas to you want to cover, have questions about, need more information about?</i>	Bring: <i>The English Teacher's Companion</i> Review the CCSS for ELA and History Social Science Review Bloom's Taxonomy Discuss with your CT- "What is your philosophy about vocabulary, grammar and spelling: how are these topics addressed in your classroom?" Take notes and bring to class ( <b>RR-notes #1</b> ) <b>See CC for any other reading assignment</b>
<b>Sept 29</b> <b>Session 5</b>  Teaching Reading  <i>Add requested topics</i>	Reading – What does that mean? What good readers do Comprehension, Questioning Major Genres, Range of texts, Selecting reading materials, District/state lists Independent Reading/Readers 'Uniquely You'	HF: Read the article: "Beyond Anthologies-Why Teacher Choice and Judgment matter" (CC) Conduct an informal survey of people (at least 5) and ask them what they are reading during the week to discover reading habits. Ask at least 3 students and 2 adults. Take notes and be prepared to discuss. ( <b>RR#2</b> )  <b>See CC for any other reading assignment</b>
<b>October 13</b> <b>Session 6</b>  Teaching Reading	Depth of Knowledge (DOK): using the wheel for planning, Performance Assessment Text Complexity Reading Strategies Reciprocal reading, read alouds, pair reading, literature circles,	HF: Think about: How does your CT organize the teaching of reading? <b>See CC for questions to ask</b>

Date	Topic	Your Responsibilities
	graphic organizers Lesson Planning: teaching short stories and poetry	
October 21 (or October 29) Sessions 7 and 8 ERWC Training	Reading in the 'real world' What is happening in classrooms today?	ERWC assignments
November 5 (or Dec. 3) Sessions 9 and 10 ERWC		HF: Review the new ELD standards See CC for complete lesson plan assignment information Prepare for your lesson plan assignment – Using the poetry assigned, design your lesson with a focus on the EL learner and cultural proficiency Use the DOK wheel to reflect all 4 levels and the use of differentiation for ELs  ERWC assignments
November 17 Session 11	In groups present and review your Poetry Lesson plan, with a focus on EL integration;  Final Gathering- course evaluations	Due: Teaching English Learners in Clinical Practice I: Lesson Design, Implementation and Reflection (poetry) Present your idea for 'Uniquely you'