

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

**EDSS 546A – Secondary English Education (CRN 40212)
Fall 2008, 5:30-8:15 pm, UH 440**

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Class Meetings
8/25, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/27, 11/10, 12/1

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See “Authorization to Teach English Learners Competencies.”

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

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.

College of Education 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.

For this course: **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. Notification of an absence does not constitute an excuse.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the lesson plan, reading reflections, case study, and TPE reflective statements.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

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 Prerequisite

Admission to the Single Subject/CLAD Teacher Credential Program.

Course Objectives

Credential candidates will:

- effectively plan and sequence instruction in English/Language Arts.
- analyze student work and assessments to develop an instructional profile and plan.

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

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.

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 COE website provided at the website provided:

<http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

Required Texts

Beers, Kylene (2003). *When Kids Can't Read: What Teachers Can Do*. Portsmouth: Heinemann.

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

CDE. *California English--Language Arts Content Standards*. Sacramento: California Dept. of Education, 1998. **(You can get these on-line: www.cde.ca.gov)**

Kittle, Penny (2008). *Write Beside Them*. Portsmouth, NH: Heinemann.

Course Requirements

Thoughtful participation – 10

Reading responses – 20

Unit plan – 35

Writing sample and revision – 25

AHA assignment - 10

- **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. You will turn in your reflection at each class session. *All reading responses should be typed unless the format does not lend itself to word processing.*

- **Sample writing and revision of one piece of writing:** You will be asked to work through the writing process to create a memoir/personal narrative. 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. To receive full credit, you will need to bring in a completed final packet that contains (1) the rough draft, (2) the final revised the essay based on the feedback you received from your colleagues, (3) one typed paragraph explaining in detail the changes you made to your first draft based on the peer-feedback, and (4) a one-two paragraph description of your experience in the writer's workshop and how you might use this experience in your own classroom.
- **Comprehension Lesson plan:** With a partner, you will write lesson centered on comprehension instruction. The purpose of this assignment is to get you comfortable using the strategies we will have discussed and explored throughout the class. Use the EWRC format we will discuss in this class or the lesson plan template you learn in EDSS 511. We will model several comprehension strategies in class and discuss in depth how to plan effective Language Arts lessons and units. The EWRC template can be found in the assignments section of our WebCT page.
- **AHA assignment:** The most useful part of any course 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 will affect your future practice. The purpose of this assignment is to help you be more aware of those "lightbulb" 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:** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, I expect that each student will participate actively and thoughtfully in each class session.

Late work will only be considered on a case-by-case basis. Students must have extenuating circumstances and discuss them with the instructor well before the assignment is due. If permission to turn work in late is not explicitly granted by the professor, late work will not be accepted nor considered in the final grade.

Grading Scale

A = 94 – 100%	A- = 90 – 93%	
B+ = 88 – 89%	B = 84 – 87%	B- = 80 – 83%
C+ = 78 – 79%		

Class Schedule

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

Date	Topic	Responsibilities
August 25	What is literacy? Course overview	Read: Beers Ch 1; Burke Ch 1; Kittle Chs 1 and 2
September 8	What is comprehension? Instruction vs. Assessment	Read: Beers Chs 2, 3, 4 Review: Language Arts Standards Due: Reading reflection
September 15	Teaching comprehension to all learners	Read: Beers Chs 5 and you will be assigned ONE of the following 6, 7, or 8 Due: Reading reflection
September 22	EWRC Lesson and unit planning <i>Meet in UH 273</i>	Read: Burke Chs 2, 3, 4 Due: Reading reflection
September 29	Listening and speaking (Socratic seminars and literature circles)	Read: Beers Chs 13; Burke Chs 8, 9 Due: Reading reflection
October 6	Writing	Read: Kittle Chs 3, 4, 5 Due: Lesson plan Due: Reading reflection
October 13	Writers' Workshop <i>Meet in UH 273</i>	Read: Kittle Ch 6 Due: Reading reflection
October 27	Writing Teaching grammar in context	Read: Kittle Chs 11 and 12 Due: Writing packet Due: Reading reflection
November 10	Media literacy	Read: Burke Chs 11, 12, 13 Due: Reading reflection
December 1	Literacy Café and Closure	Read: Beers Ch 15 Burke Chs 24, 25 Bring: Your memoir Due: Reading reflection Due: AHA assignment (if you haven't already submitted it)