

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

**EDSS 546B – Secondary English Education
Spring 2010 Various Monday evenings and one Saturday**

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Class Meetings

1/23 (counts as 2 sessions), 1/25, 2/1, 2/22, 3/1, 3/8, 3/15, 3/22, 4/19

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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.

California State University Faculty Furlough

You have heard that CSU has mandated that steps be taken to reduce expenditures for the 2009-2010 school years. The Faculty has agreed to take furlough days to implement the reduction and to help avoid faculty/staff lay-offs. Your instructors have been required to identify the dates within the school year that will be furlough days and certify that no work will be done those days to satisfy legal and ethical requirements of the Calif. Labor Code. Your instructors will make every effort to ensure you receive the quality education you are due here at CSUSM.

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, 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 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 a professional educator and a credential candidate, it is expected that you will do your 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 the instructors, e-mail is often the easiest way to do so. It is our intention to respond to all received e-mails in a timely manner. E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. Because e-mail is convenient and is used for both personal and professional purposes, you should be mindful of courtesies and limitations with regard to professional e-mail. You should not expect immediate responses to e-mail at any

time, especially to queries posted on weekends and holidays, late at night, or early in the morning.

Reading and responding to e-mail takes a great deal of time. Often the response is more involved and complicated than can be adequately conveyed in e-mail form. If you have a multifaceted question or issue, it would probably be best to have a verbal discussion face to face or on the phone. E-mail sent in all upper case (or lower case) letters, major typos, slang, salutations that are very personal, etc. 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 College 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 or on the phone what this electronic message specifically says?
- How could this message be misconstrued?
- Can this message wait until I see the recipient in person?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

Most importantly, recognize that emotionally-charged messages never achieve the effect for which the author had hoped. E-mail messages based on anger, frustration, and sarcasm more often than not achieve the result of damaging the writer's professional and personal reputation. Before sending such a message ask yourself if you would send this to a parent, a principal, or a school board member. Likewise, 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. The best advice is to wait 48 hours before sending or replying to any emotionally-charged e-mail. In that time period, you will likely have developed a more professional approach, and hopefully, have concluded that the matter should be pursued in person or not at all.

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.

Concepts and Essential Questions Continued from EDSS 546A

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?

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?

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?

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?

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://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Required Texts

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)

Join NCTE. Request Language arts or English Journal

Course Requirements

Thoughtful participation – 10

Reading responses – 15

Resources Graphic Organizer - 15

Unit plan – 35

Digital Age Report - 25

- **Reading Responses:** 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 in class or in the course syllabus. *All reading responses should be typed unless the format does not lend itself to word processing.*
- **NCTE Resources Graphic Organizer:** As a part of your NCTE membership, you will explore information on the NCTE website. You should read/skim at least 2 articles from the NCTE inbox and/or your NCTE journal and check out lesson ideas in NCTE's Notes Plus or the Readwritethink.org website. For exploration of NCTE resources, you will create a graphic organizer to hold your thinking, brainstorm how you can use the information, and remind you of where you found the information. You will post your graphic organizer to webct so that you all share your collective wisdom and resource ideas.
- **Digital Age Report:** This is the 21st Century. Do not let it pass you by. Your students certainly are not. Your students are reading and writing a great deal and for real audiences....not just you, the teacher. They are engaged. They are learning. They are exploring. They are thinking. This is the same kind of engagement, learning, exploring, and thinking that careers in the 21st century require. In an effort to use what our students know, improve their literacy, and prepare them for the demands of the 21st century, you must include digital literacies in your curriculum. In groups of 2-4 you will explore places and possibilities for improving student engagement in reading and writing via the digital technologies at which they are already so adept. You and your group members will spend 2-3 weeks exploring a particular website or digital age reading and writing practice and prepare a one page brief to post on webct and a 15 minute presentation to share with your classmates.
- **Unit Overview and Lesson Design:** You will write unit overview that helps you to think about orchestrating a period of time in which students are thinking and learning about specific content and life lessons. You will write one in-depth lesson based on a concept and standard(s) you will be teaching in this unit. The purpose of this assignment is to help you plan a cohesive series of lessons that engage all learners, refining and extending your expertise. Use the EWRC format we discussed in this class or the lesson plan template you learn in EDSS 511.
- **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, 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.

Tentative Class Schedule

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

Date	Topic	Your Responsibilities
1/23 Saturday 8:30-3:30	CSUSM Writing Project Conference	Read: The syllabus Due: Keep a journal during the conference sessions. You may want to take notes on ideas. More so, you will want to pose questions and draw conclusions regarding your own teaching. We will meet as a group during lunch to share new insights and to pose questions we have regarding what we learned.
1/25 Monday 5:00-8:00	Rigor and Social Justice NCTE and Digital Literacy Resources Introduce Digital Age Report, Create Rubric, and form groups	Read: Ch. 9 Reading Response: <i>Pre-reading.</i> Think of a unit or lesson you taught in CPI. What did students have to think about? Use the guide questions on p. 262 (new edition) entitled, Reflective Questions at the end of “Using questions to Help Students Think” section to reflect on that lesson or unit. <i>During reading of ch. 9,</i> write down all of the ways that you did support or could have supported your students’ thinking. <i>After reading</i> discussion in class. Due: Bring your journal and questions from Saturday’s conference to debrief.
2/1 Monday 5:00-8:00	Balanced Curriculum Time Management Teaching vocabulary and grammar and all that other stuff Digital Age Report Groups meet to organize	Read: Appendices, Ch. 24, Review Ch. 5, 6, 7 Due: Reflect on your CPI experience. Describe 2 practices that you have observed or experienced in the teaching and learning of vocabulary and grammar. Which of these methods do you find most effective and why?
*2/8 and 2/15 no class	Meet with your group to discuss your discoveries, write your brief, and plan your presentation	Due: Post Digital Age Report Brief to webct by 2/15
2/22 Monday 5:00-8:00	Teaching for the 21 st Century	Read: Digital Age Briefs on webct. Due: Digital Age Group Presentation
3/1 Monday 5:00-8:00	Lesson and Unit Planning. Bring NCTE Resources graphic	Read: Review ch. 10 and 11

	organizer to share what you are finding. Grading and Assessment	
3/8 Monday 5:00-8:00	Lesson Planning workshop	
3/15 Monday 5:00-8:00	Politics and Parent Communication	Read: Ch. 26 Due: NCTE resources graphic organizer
3/22 Monday 5:00-8:00	Ethics and the Law	Read: Ch. 19 and 21 Due: Unit/lesson plan
4/19 Monday 5:00-8:00	Reflective teaching and career seminar	Read: Ch. 23, 24

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Name _____ School _____

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_____ (25) Digital Age Report and Presentation

_____ (15) Resources Graphic Organizer

_____ (10) Thoughtful Participation

_____ (15) Reading responses

_____ (35) Unit/Lesson Plan