

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 546B – English/Language Arts Methods in the Secondary School
Spring 2005 (2 Units): All Cohorts

Dr. William DeJean

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University Hall: Room 323

Office Hours: Before or after class or by appointment

Class Meetings:

ACD 319

Monday, 5:30- 8:15

Tentative Dates:

1/23, 1/30, 2/6, 2/27, 3/20, 4/3, 4/17, 4/24, Saturday, 4/29

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.

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)

“Education at its best – this profound human transaction called teaching and learning – is not just about getting information or getting a job. Education is about healing and wholeness. It is about empowerment, liberation, transcendence, about renewing the vitality of life. It is about finding and claiming ourselves and our place in the world.”

Parker Palmer

Date	Topic	Reading Due	Assignment Due
1/23	<ul style="list-style-type: none"> • Reflection of first semester learning’s • Where do we need to go this semester? • Review Syllabus 		
1/30	<ul style="list-style-type: none"> • Writing Continued • Preparation for “Yourself as a Writer” paper 	Burke: Ch 7	Reading Logs
2/6	<ul style="list-style-type: none"> • Assessment conversation • Writer’s workshops • Time to discuss Supplemental Posters 	Burke: Ch 6 Strong: Ch 9-10	“Yourself as a Writer” first typed draft due. Reading Logs
2/27	<ul style="list-style-type: none"> • <i>Guest Speakers</i> • Team choose writing topics for final project and prepare 	Strong: Pick one chapter from Strong that you have yet to read	Final Revised Copy of “Yourself as a Writer”. Reading Logs
3/20	<ul style="list-style-type: none"> • Supplemental Poster Sessions Presentations • Prepare for next week’s Socratic Seminar 	Burke: Ch 27	Due: Supplemental Poster Sessions Reading Log
4/3	<ul style="list-style-type: none"> • Possible Master’s Thesis Defense. An examination of writing in action • Socratic Seminar 	Burke: Ch 12 Beers: Ch 13	Reading Logs
4/17	<ul style="list-style-type: none"> • Problem Solution Chart • Using Technology in the LA classroom 	Burke Ch 7	Bring one pressing challenge you are facing Reading Logs
4/24	<ul style="list-style-type: none"> • Writing Presentation drafts workshops • Teams prepare for presentations • Supporting all learners in your 	Burke: Ch 16 <u>Choose 2</u> chapters from Choate	Due: Rough typed draft of Writer’s Presentations Due: Complete Reading Responses

	Language Arts Classroom		with attached rubric
Sat., 4/29	<ul style="list-style-type: none"> • This will be a full day session. • Writing Presentations • We will be spending half the time at the Hansen Symposium at CSUSM • Class closing/ Reflections 		Due: Group presentations

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. (20 Points- see rubric)**
- **Sample writing and revision of one piece of writing:** In order to continue our dialogue about writing, writer’s workshops, and the craft of writing, you will be asked to create a two-page typed essay on the topic listed below. For full credit, you will need to turn in your typed rough draft, final revised essay, and **one paragraph typed paragraph** explaining the changes you made based on the writer’s workshop you participated in. In addition, be mindful of your use of transitions within your essay. **(20 Points complete packet)**

Writing Prompt: In a well-crafted, typed, 2-page essay, explain yourself as a writer.

Things to consider:

- What is your writing process?
 - Do you consider yourself a writer?
 - What is the best piece of writing you have ever written?
 - What kind of writing do you enjoy doing?
 - How does your writing process and experience impact how you will teach writing?
- **Supplemental Resources and Socratic Seminar Poster Session:** In order to be prepared for success for your first year of teaching, with a partner, you will need to come up with a minimum of SIX supplemental materials that connects to **one specific novel** that will be found in a typical Language Arts classroom. You will be presenting these resources as part of a poster session.
 1. **Professional Supplemental Resources:** These **SIX** resources could be, but are not limited to picture books, websites, music lyrics, video clips, professional journals,

teaching resources, technology resources, web quests, etc. We will go over sample resources in our class for examples.

2. Socratic Seminar resources: Great Socratic Seminar materials often are derived from magazine or newspaper articles, music lyrics, famous speeches, or poems. Great resources are often short in length and lend themselves well for lengthy in-depth discussions. Your job is to collect **FOUR** of these resources and connect them to literature that might be taught in a typically high school English classroom. **Make copies of your resources for each member of our class.**
(20 Points)

- **Writing Prompt Rubric /Lesson Plan/Presentation:** Your team will pick one of the major modes of writing found in most 7-12 Language Arts classes. Your job will be to develop a **detailed lesson plan** for how you will bring your students successfully through the writing paying special attention to into writing, student engagement, writer’s workshops, and assessment. In addition, you will develop a rubric for this mode that will be made available for your colleagues within the class. You will need to discuss your lesson with your colleagues and explain your rubric. In addition, you will need to have copies for each member of our class during the final presentation. **(30 Points, see rubric)**
- **Attendance and participation: (10 Points):** It is essential that you attend each class session. Please be aware that for each class session missed, 5 points will be deducted from you attendance points tally. For the respect of your colleagues, please make every effort to get to our class on time..

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

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: