



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDSS 546B
Course Title	Secondary Methods for English Instruction
CRN Number	20831
Days	Tuesdays
Time	4:30 – 7:00
Course Location	CSUSM University Hall Room 273
Semester / Year	Fall 2015
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Hours	By Appointment and After Class

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

EDSS 546B
Secondary Methods for English Instruction

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COURSE DETAILS

Course Description

Focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part B.

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. *Pre-requisite: EDSS 546B*

Course Prerequisites

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

Course Objectives

EDSS 546B (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 B. *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:

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.

1. 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.
2. Purposes and characteristics of the major genres of literature.
3. 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.
4. 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.
5. Academic language development emphasizing discourse that leads to the production of complex texts.
6. Incorporation of technology into language arts as a tool for conducting research.
7. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
8. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
9. Instruction in speaking applications including grade-level genres and their characteristics.
10. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class.

Required Texts and References

- Burke, Jim. *The English Teacher’s Companion*, 4th edition. 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/>
- **California Content Standards:** <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>
- **Paperback: Cool Classics: Four One Act Plays for Students of English;** ISBN-10: 0966673115
ISBN-13: 978-0966673111 (available on Amazon, or in class)

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

Authorization to Teach English Learners (CTEL)

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)

STUDENT 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.

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	How assessed
TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments <i>Understands and uses the state-adopted academic content standards</i> <i>Develops planning instruction that addresses the standards</i> <i>Consistently demonstrates the ability to teach to the standards</i>	ELD Infused Lesson Design and Reflection Novel Unit Plan
TPE 2: Monitoring Student Learning During Instruction Uses progress monitoring during instruction to inform instruction Pace and re-teach content based on assessment evidence Anticipate, check for and address common misunderstandings	ELD Infused Lesson Design and Reflection
TPE 4 - Making Content Accessible <i>States in every lesson plan the State standards</i> <i>Uses activities and materials that support stated objectives</i> <i>Uses multiple ways to reinforce the content of the standard</i> <i>Follows a logical, sequence of instruction in the lesson plan</i>	ERWC, lesson planning, Action research assignment Educational philosophy
TPE 5 - Student Engagement <i>Ensures students understand the objective of the lesson</i> <i>Actively involves students with the lesson</i> <i>Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives</i>	ELD Infused Lesson Design and Reflection on Video-taped performance Unit Plan Educational philosophy
<u>TPE 6c - Developmentally Appropriate Practices in Grades 9 -12</u> <i>Understanding important characteristics of the learners</i> <i>Designing instructional activities</i> <i>Providing developmentally appropriate educational experiences</i>	ELD Infused Lesson Design and Reflection Novel Unit Plan Action research
<u>TPE 7 – Teaching English Learners</u> Applies pedagogy for comprehensive instruction of English learners Knows and can apply instruction for English Language development Draws upon information about students' backgrounds to build new knowledge	ELD Infused Lesson Design and Reflection
<u>TPE 9 - Instructional Planning</u> <i>Establishing academic learning goals</i> <i>Connecting academic content to the students backgrounds, needs, and abilities</i> <i>Selecting strategies/activities/materials/resources</i>	Novel Unit Plan ELD Infused Lesson Design and Reflection Writing Resource Guide
TPE 10 - Instructional Time <i>Appropriately allocates instructional time to maximize student achievement</i> <i>Effectively and efficiently maximizes instructional time through management based on reflection and consultation</i> <i>Adjusts the use of instruction time to optimize learning opportunities</i>	Novel Unit Plan ELD Infused Lesson Design and Reflection Educational philosophy
TPE 14 – Educational Technology Use technology to enhance professional practice Apply technology that maximizes student learning	Novel Unit Plan Writing Resource Guide

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

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).

Candidates with Disabilities Requiring Reasonable Accommodations

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. 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 research responses and notes, teacher interview, strategy matrix, lesson plans 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 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

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Use of Technology

Candidates 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.

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. 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. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Final Exam Statement

No Final Exam given.

EDSS 546B 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 21st 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 21st Century?

ASSIGNMENTS (IN BRIEF) 546 B SPRING 2016

- **Teaching English Learners in Clinical Practice II: Lesson Design, Implementation and Reflection (Due March 15 100 pts):** In this assignment, you will design a writing lesson (using one of the two poems presented in class) that is based on a CA common core standard, an ELD standard, is differentiated for English Learners and is culturally relevant. You will implement the lesson (if at all possible) 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 to help you reflect on this lesson.
- **On-line Writing Resource Guide for your students (This assignment is for the on-line class scheduled for March 29 and due April 1, no foolin'! 100 pts) See Cougar courses.**
 1. Using the Main CSUSM Writing Center Link, investigate the resources for students (don't forget to check out the ESL link) and especially the writing workshops with power-points! <http://www.csusm.edu/writingcenter/index.html>
 2. Open the link for Writing Centers in the main link under Resources for Students. Review Purdue, Colorado and Wisconsin-Madison Centers. **Develop an on-line resource for your MS/HS students and add it to your Weebly webpage as a tab with information and links.** Include information about the writing process, specific writing assignments and models that are student friendly. For example, on the Purdue site under Subject-specific Writing there are links to technical writing, writing in literature, writing in social sciences, etc. Select 2-3 to use in your resource guide. And/or you might select something about Writing Guides from Colorado or something from the Writer's Handbook from Wisconsin. This will be a beginning resource and you will add to it (e.g. you could upload some student writing as models and other activities we have discussed). Email me the link to your website by April 1.
 3. Look at the 'Teaching the Writing Process' resource on Cougar Courses. Develop a 1 day lesson plan (using the basic template) to introduce the writing process to your students. Attach your 1 page plan and email it to me by April 1.
- **Action Research Project (Due April 4 – 250 pts):** candidates will conduct action research based on a writing activity for one or both co-teaching classes (**this should be done in February or March**). Students will be asked to produce two persuasive writing products on the same topic with two different procedures.
 1. As a 'bell work' activity and after introducing a high interest topic (5-10 minutes) with a prompt on the overhead, students will write one paragraph (on-demand, first best) taking a stand on the topic with no other supports and graded on a pre-designed rubric, not shared with students.

2. After grading the writing, the teacher will re-teach a one period lesson which now introduces students to the same writing topic and adds general and specific EL supports and strategies, using the same rubric but sharing that rubric with students before the writing; and, employing supports such as vocabulary study, a graphic organizer, written information about the topic, class discussion, mind mapping, small group discussion, peer editing, etc. A second on-demand paragraph will be written by students and graded with the same rubric.

The end product will include a short class profile, description of the lesson plan, a copy of the rubric, tables of data collected about each sample writing (1 and 2) and a reflection after the second writing and scoring. As a class we will select the topic such as: cell phone use in class; plagiarism; research methods using Wikipedia, Open campus, etc.

- **Unit Plan for teaching a novel (Product and presentation due April 26 400 pts):** working within a group you will complete the design and daily lessons for a three week unit on an assigned novel and share with your colleagues (Unit planning, lesson planning, integration of vocabulary and writing; presentation to focus on speaking and listening).
- **Uniquely You and English Educational Philosophy (Due May 3 - 50 pts):** These assignments are designed to empower you as a teacher, help you develop your philosophy and classroom personality while connecting with and reflecting your content and having fun! Be sure to include action steps in your philosophy that are observable and measurable.
- **Classroom management plan (Due May 3 - 100 pts):** discipline philosophy, norms, rules and routines, first week lesson plans (5) with team building activities, student survey or other 'getting to know you' activity and parent letter.

EDSS 546B 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.

Date/Session	Topics	Your responsibilities/Notes
<u>January 26</u>	Welcome back - team building Guest Speaker: Writing Activities Review syllabus/assignments edTPA	Come prepared to learn, participate and share! ;} UH 273
January 28 –special Joint Session – 4:30 p.m.	Standards-based instruction on Jewish topics; Jacqueline Regev Senior Curriculum Developer and Trainer Institute for Curriculum Services	
<u>February 16</u>	Action Research Assessment: Rubric Design Begin Novel Project	Assignment/s and links will be posted on Cougar Courses/email
<u>February 17 All Day</u> ERWC wrap up NCREC, San Marcos	Final meeting, receive certificate	Assignment/s and links will be posted on Cougar Courses/email
<u>Feb 23</u> Joint – 5 p.m.	Guest speaker: practical strategies	
March 1	<u>Guest speaker: Cool Classics</u> <u>The Writing Process**</u> Poetry-EL Lesson Project	Bring or purchase the book at the session (\$10) Assignment/s and links will be posted on Cougar Courses/email
March 15 Joint – 5 p.m.	Guest speaker: practical strategies	Teaching English Learners in Clinical Practice II: Lesson Design, Implementation and Reflection(Due March 15 100 pts): Assignment/s and links will be posted on Cougar Courses/email
March 21 No Class	CSUSM Spring Break	
March 29 On-line	Writing Resources Guide	On-line Writing Resource Guide for your students (This assignment is for the on-line class scheduled for March 29 and due April 1, no foolin'! 100 pts) Assignment/s and links will be posted on Cougar Courses/email
April 4 and 11 edTPA workshops	Writing your edTPA tasks – Karen Escalante, optional	Action Research Project (Due April 4 – 250 pts):

Date/Session	Topics	Your responsibilities/Notes
April 19	The Writing Process, Cont'd Classroom Management Opening School – beginning of the year and first day planning	Assignment/s and links will be posted on Cougar Courses/email
April 26	The Writing Process, Cont'd Novel Presentations	Unit Plan for teaching a novel (Product and presentation due April 26 400 pts): Due: Novel Unit Assignment/s and links will be posted on Cougar Courses/email
May 3	Overarching Concepts – where are you?	Uniquely You and English Educational Philosophy (Due May 3 - 50 pts) Classroom management plan (Due May 3 - 100 pts) Assignment/s and links will be posted on Cougar Courses/email

** The Writing Process will include:

Writing Process format
They Say/ I Say
Templates
6 +1 traits
WRITE Project
CSUSM Writing
Poetry
RAFTS
Author's Chair
Scaffolding writing
Personal Narrative
Writing and technology
Persuasive Writing

- **Thoughtful participation, buddy work and Class attendance (cr):** 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.