Course & Section Nos.	**EDSS 546a - 01**
Course Title	**Secondary English Education A**
Class Roster No.	**40974**
Course Day(s)	**Tuesdays and some Saturdays**
Time	**4:30 – 6:30 p.m.**
Course Location	**UH 273**
Semester / Year	**Fall 2016**
Instructor	**Julie Rich**
Phone	**760-750-8550**
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Office	**UH 453**
Office Hours	**By Appointment**

WELCOME

Welcome to this methodology course for the Single Subject Credential Program where you will learn how to use powerful and effective strategies for reading, writing, speaking and listening in secondary English Language Arts classes. In this course, you 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. You will have the opportunity to apply your learning in related assignments and clinical practice experiences during teaching and/or observations.

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

Syllabus is subject to change.

Required Texts and References

- Burke, Jim. *The English Teacher's Companion*, 4th 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**

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

Cougar Courses

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)*

COURSE 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 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).

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).

Expected Dispositions for the Education Profession

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.

SCHEDULE/COURSE OUTLINE

ENGLISH METHODS CALENDAR – FALL 2016

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 – due dates
August 30 Joint Session with HSS	Interdisciplinary Teaming/teaching Joint Session with Social Science Methods Introductions; What is effective teaching? The CCSS Connections	Come prepared to learn, participate and share! ;} UH 273 Review Jim Burke's website http://englishcompanion.com/ Review CCSS pages 2-8 http://www.cde.ca.gov/be/st/ss/documents/finalelaccsssstandards.pdf
Sept 6 What is English and why teach it every year? Teaching Reading as an English Teacher	Introductions, Community building Interviews Backpack Mystery Lesson Meeting Jim Burke –advance organizer Syllabus review CCSS	**Assignment #1:** English Teacher's Companion, 4th edition: Review the Table of Contents; Read and annotate Chapters 1 – 3 Respond to the questions on CC in writing and bring your responses to class – **see full assignment on CC**.
Sept 17 Saturday-double+ session What will I teach and how?	The truth about being an ELA Teacher! Co-teachers: Blaze Newman and Julie Rich	Bring: *The English Teacher's Companion*
Sept 20 On-line	On-line: Freedom to Read Note: ALA Banned Books Week Sept 25 – October 1 http://www.ala.org/bbooks/bannedbooksweek	**Assignment #2**: Freedom to Read (Ala.org) lesson plan due September 27 on CC See full assignment requirements on CC Think about: How does your CT organize the teaching of reading/supporting reading to learn?

Syllabus is subject to change.

Date	Topic	Your Responsibilities – due dates
Sept 27 Teaching Reading as an English Teacher	READING: connecting with your English content Reading – What does that mean? What good readers do Comprehension, Questioning review Major Genres, Range of texts, Selecting reading materials, District/state lists Independent Reading/Readers Reading Strategies The Lottery Teaching Reading Reciprocal reading, read aloud, pair reading, literature circles, graphic organizers Lesson Planning: teaching short stories	(Freedom to Read lesson plan due) Report on how your CT organizes reading **Assignment #3**: In-class lesson plan on teaching a short story – ticket out the door
October 4 Day Session with Jimmy Santiago Baca On-line	A Day with Jimmy Santiago Baca Jimmy Santiago Baca is an American poet and writer of Apache and Chicano descent. Experience a workshop and interact with this amazing author and hear his inspirational story	**Assignment #4**: Reflection on Santiago-Baca due October 5 on CC
October 18	READING: connecting with your English content Reading – What does that mean? What good readers do Comprehension, Questioning review Major Genres, Range of texts, Selecting reading materials, District/state lists Independent Reading/Readers Reading Strategies	Review all of CCSS; select a strand and follow from grade 6 – 12; what do you notice? What does that mean for you as a teacher? Write a short reflection and bring to class to discuss

Syllabus is subject to change.

Date	Topic	Your Responsibilities – due dates
November 1	Joint Session with Social Science Methods Expository Reading and Writing Curriculum; primary documents	Read the article "Literary Classics Shelved" See link on CC
November 15	Poetry – It's Magic! Using poetry to develop cultural proficiency and awareness Instructional Commentaries Novels, drama, poetry Planning and pacing Uniquely You Novel Project Reflective questions	Draft a poetry lesson in class Receive instructions on the Novel Project and Uniquely You assignment Receive information about the 'Mystery Assignment'
November 29 Joint Session Evaluations	Wrap up, where do we go from here?	**Assignments #5, #6 and#7:** The following assignments are due on CC: (5)Poetry LP (6)Uniquely You (7)Novel Project
December 3	From a student's eyes Student panel 12:30 – 2 p.m.	Immediately following the edTPA workshop

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

<u>**Course Assignments (in brief)**</u>

<u>Assignment #1 Due September 6 </u>– Advance Organizer and Reading Response (bring to class and turn in on Cougar Courses (25)

<u>Assignment #2 Due September 27</u> -- (CC) one day lesson plan (15) on 'Freedom to Read' introduce Public library system, ala.org Banned books week, Censorship

<u>Assignment #3 Due September 27</u> – in class, ticket (5) out the door: Short story lesson plan.

<u>Assignment #4 Due October 5:</u> on Cougar Courses – reflection (5) on guest speaker Santiago-Baca

<u>Assignments #5, #6 and #7</u> Due November 29: Poetry Lesson (10), Novel Project (10), Uniquely You (10)

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.

Due January 2017: Mystery Assignment -- to be revealed November 15th

Grading Standards

Candidates may earn 100 points in this course. Grades will be assigned according to the following scale:
90 – 100% = A
80 – 89% = B
75 – 79% = C+

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late/Missed Work

As a general rule late work will not be accepted. Special circumstances should be discussed with the instructor.

GENERAL CONSIDERATIONS

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.

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- In courses with face-to-face instruction candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that 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).

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.

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.