

<b>Course &amp; Section Nos.</b>	<b>EDSS 546b - 01</b>
<b>Course Title</b>	<b>Secondary English Education B</b>
<b>Class Roster No.</b>	<b>20566</b>
<b>Course Day(s)</b>	<b>Tuesdays and some Saturdays</b>
<b>Time</b>	<b>5:00 – 7:30</b>
<b>Course Location</b>	<b>UH 273</b>
<b>Semester / Year</b>	<b>Spring 2017</b>
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<b>Office Hours</b>	<b>By Appointment</b>

### **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

## TABLE OF CONTENTS

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COURSE DESCRIPTION.....	1
Course Prerequisites.....	1
Course Objectives.....	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS.....	2
Required Texts and References.....	2
Resources (for starters).....	2
Cougar Courses.....	2
Authorization to Teach English Learners (ELA).....	2
COURSE LEARNING OUTCOMES.....	2
Teacher Performance Expectation (TPE) Competencies.....	2
Teacher Performance Assessment.....	3
edTPA.....	3
Expected Dispositions for the Education Profession.....	3
ASSIGNMENTS (IN BRIEF) 546 B SPRING 2017.....	4
EDSS 546B SECONDARY ENGLISH METHODS COURSE CALENDAR.....	5
All Class Meetings are 5:00 – 7:30 p.m.....	5
Grading Standards.....	7
Final Exam Statement.....	7
School of Education/Course Attendance Policy.....	7
Policy on Late/Missed Work.....	7
GENERAL CONSIDERATIONS.....	7
CSUSM Academic Honesty Policy.....	7
Plagiarism.....	7
Students with Disabilities Requiring Reasonable Accommodations.....	8
Credit Hour Policy Statement.....	8
All University Writing Requirement.....	8
Electronic Communication Protocol.....	8

## COURSE DESCRIPTION

### **Secondary English Education B**

This course 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.

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422; Completion of EDSS 546A

### **Course Objectives**

EDSS 546B (2 units) Secondary English Education B 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:

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. A & B-Academic language development emphasizing discourse that leads to the production of complex texts.
7. A & 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

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts and References

- Burke, Jim. *The English Teacher's Companion*, 4<sup>th</sup> edition. Portsmouth: Boynton/Cook, 1999.
- **California Content Standards:** <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>
- ERWC training – as scheduled

### 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](http://www.ncte.org)

### Cougar Courses

#### Authorization to Teach English Learners (ELA)

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 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](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.

## ASSIGNMENTS (IN BRIEF) 546 B SPRING 2017

- **Movie reflection** – watch a ‘teacher movie’ through your new lens as a new teacher. Write a reflection. **Submit on CC 50 pts.**
- **On-line Writing Resource Guide for your students (This 2-part assignment is for the on-line class scheduled for March 28 – 400 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 March 28.
  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 upload to CC by March 28.
- **Unit Plan for teaching a novel (Product and presentation due May 2 400 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 Final submission Due May 2 100 pts):** This assignment is 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 enough samples/plans/examples for an entire year.
- **Thoughtful participation, buddy work and Class attendance 50 pts.** 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.

## EDSS 546B SECONDARY ENGLISH METHODS COURSE CALENDAR

**All Class Meetings are 5:00 – 7:30 p.m.**

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 24- Movie Assignment due on CC</u>	<b>**HSS only</b>	<b>Turn in your Movie Assignment to CC by midnight on January 24</b>
<u>January 31</u>	<b>**EM only- Welcome back - team building</b> <u><b>The Writing Process**</b></u>  Review syllabus/assignments: Novel groups, Uniquely You Non-fiction Poetry	Come prepared to learn, participate and share! ;} <b>UH 273</b>
<b>February 7 –special Joint Session</b>	Standards-based instruction on Jewish topics; <b>Karla Suomala, Ph.D.   Senior Trainer and Educator Institute for Curriculum Services</b>	Participate and share!  Reading assignment/s and links will be posted on Cougar Courses
<u>February 14</u>	<b>**HSS only</b>	
<u>February 21 special Joint Session</u>	<b>Guest speaker: practical strategies</b>	Reading assignment/s and links will be posted on Cougar Courses
<u>February 28</u>	<b>**EM only</b> <u><b>The Writing Process**</b></u>  Group Discussion protocols Drama	Reading assignment/s and links will be posted on Cougar Courses
<u>March 7 special Joint Session</u>	<b>Guest speaker: practical strategies</b>	Reading assignment/s and links will be posted on Cougar Courses
<u>March 14 special Joint Session</u>	<b>Guest speaker: practical strategies</b>	Reading assignment/s and links will be posted on Cougar Courses
March 21 No Class	<b>CSUSM Spring Break no class</b>	

Date/Session	Topics	Your responsibilities/Notes
March 28 EM On-line	Writing Resources Guide The Writing Process, Cont'd	<b>On-line Writing Resource Guide for your students This 2-part assignment is for the on-line class scheduled for March 28 and due by midnight</b>  Reading assignment/s and links will be posted on Cougar Courses
April 4 EM On-Line	Classroom environment	<b>Uniquely You Final Project Due-on CC by midnight April 4</b>
April 11	No Class	
April 18	No Class	
April 25	No Class	
May 2	** EM only Assessing your readiness  Novel Group Presentations	<b>Novel Group presentations on Unit Plan, submit on CC</b>
May 9 special Joint Session for evaluations and celebration	Wrap up – staying connected	

\*\* The Writing Process will include:

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



## **Grading Standards**

Candidates may earn 100 points in this course. Grades will be assigned according to the following scale:

950 – 1000 = A

900 -- 949 = A-

875 – 899 = B+

850 – 874 = B

Below 800 = C+

Below 700 = no credit

## **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](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.