

Course & Section Nos.	EDSS 546b - 01
Course Title	Secondary English Education B
Class Roster No.	
Course Day(s)	Tuesdays and some Saturdays
Time	4:15 – 7:15 pm
Course Location	UH 273
Semester / Year	Spring 2018
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Office	UH 431
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 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*, 4th 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 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning

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.

ASSIGNMENTS (IN BRIEF) 546 B SPRING 2018

1&2. UbD Interdisciplinary Unit (2 parts): Draft due February 25, final due April 29

Working with a colleague in the other content area you will prepare an interdisciplinary unit for ELA and HSS using the UbD format.

UbD draft assignment: due February 25 on Cougar Courses 20 pts

After reviewing the UbD process through reading and discussion, CWBAT craft an interdisciplinary unit plan using the UbD process and demonstrating that they understand the specific vocabulary associated with the UbD philosophy **BY** developing a draft unit that includes written information in **Stages I and II**.

1. The Unit must be 2- 3 weeks in length.
2. The Unit must use a Novel as part of the plan, non-fiction readings or primary sources and possibly a fictional reading.
3. The Unit plan must include resources and a timeline for reading the novel and a list of vocabulary words that will form the basis for at least one vocabulary lesson during the unit (under the skills section).

UbD Final assignment due April 29 on Cougar Courses: 40 pts

After completing a draft UbD, , CWBAT craft a final interdisciplinary unit plan using the UbD process and demonstrating that they understand the specific vocabulary associated with the UbD philosophy **BY** developing a completed unit that includes written information in **Stages I and II and II as well as basic lesson plans for each day of the unit. (see template)**

3. Classroom Management plan: Due March 11, 20 pts

After participating in activities, reading information from well-known class management 'gurus' and class discussion, CWBAT prepare a classroom management plan **BY** following the task assignment sheet and include: your philosophy of discipline, rules and routines, and two weeks of lesson plans for the first two weeks of school. This will also include a student survey or 'getting to know you activity', team

building activities and a parent letter. More information and a complete template and model will be found on Cougar Courses.

4. Reflection and participation (TPE 1, 3 and 6): Due March 18 20 pts

After participating in core courses, methods and CP I and I, and dialogues with other professionals, CWBAT articulate their understandings and insights about the teaching profession **BY** writing a reflection. Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate reasons behind your curricular decision, 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 candidate will participate actively and thoughtfully in each class session.

EDSS 546B

DRAFT Schedule for Spring Semester, 2018

Session / Date	Joint-Description	Speaker	ELA Topics	Assignments DUE
1. January 23	Teri (JNF) / Greg (CCSS) 30 min; Put Candidates into groups for UbD Unit	Greg Spielman CCSS Conference 3/23-3/25	Assignments review ELA curriculum debate Grecian Urn	
2. January 30	Shakespeare/ Music lesson (60 min)	Roon Brown (ML Candidate)	The Writing Process** Rhetorical reading and writing Crafting a writing plan	
3. February 6	Gratitude Project	Sarah Hunter	More writing – the magic of poetry 3 models: Cisneros, ee cummings, Rudyard Kipling	
4. February 13	Understanding Stage III - UbD		Classroom management	
5. February 20	Alternative Resources (60 min)	Robert Chodola	Rubrics and Grading (July Hill-Wilkerson)	
(February 25)				Draft UbD (both) 20 pts
6. February 27	Deliberation / Interview (60 min)	Elsie Aguirre-Simpson	edTPA sample; building your research base; citing research	
7. March 6	Using Drama effectively	Penny (90 min)	Gradual release of Responsibility, Productive Group work Writing Resource	
(March 11)				Classroom Mgmt (ELA) 20 pts
8. March 13	ERWC	Colleague experts (ELA-first day plans)	First Day activities, Reading and fine arts (Kerry Craig)	

(March 18)				Reflection / Participation (both) 20 pts
9. April 24	Workshop for edTPA / UbD Unit		workshop	
(April 29)				Final UbD Unit (both) 40 pts
10. May 8	Evaluations / Celebration (Speakeasy in Carlsbad?)			ELA extra credit assignment
(May 13)				Strategies Notebook (H/SS) 20 pts

Please type a reflection that is a minimum of two pages, double-spaced about your experience the program and in CPI and CPII. These observations and insights would include the challenging aspects of being a Teacher Candidate, as well as the encouraging aspects in this role. Include in your reflection some of the “a-has” you took away from your experience.

EXTRA CREDIT: Movie reflection – watch a ‘teacher movie’ through your new lens as a new teacher. Write a reflection. Submit on CC 15 pts.

Some ideas: To Sir, with Love, Mr. Holland’s Opus, Freedom Writers, The Great Debaters, Dead Poets Society, Stand and Deliver, Up the Down Staircase (re-view one or find a new one, or two....)

** 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:

95 –100 = A

90 -- 94 = A-

87 – 89 = B+

85 – 87 = 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

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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.