

Course & Section Nos.	EDSS 546b - 01
Course Title	Secondary English Education A
Class Roster No.	40308
Course Day(s)	Tuesdays and some Saturdays
Time	5:00 – 7:45 pm
Course Location	UH 441
Semester / Year	Fall 2019
Instructor	Julie Rich
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Office	UH 431-1
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

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. 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 the CalTPA (California Teacher Performance Assessment).

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 also 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.

EDSS 546A COURSE ASSIGNMENTS AT A GLANCE

1. **Assignment #1: Advance Organizer – Due August 27** (10 pts)
 - Advance Organizer and Reading Response-prepare for learning and reflection (bring to class and submit on Cougar Courses (CC)).
 - David Ausubel is a psychologist who advanced a theory, which contrasted meaningful learning from rote learning. In Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know and 'hang the new material' on previous knowledge/experience (schema-building) from lesson to lesson. He proposed the notion of an **advance organizer** as a way to help students link their ideas with new material or concepts to provide ideational scaffolding to facilitate new learning.
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 - TPE 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
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2. **Assignment #2 Scope and Sequence – Due September 22**(15 pts)
 - Upload the Scope and Sequence from your assigned co-teaching classes with notes/reflection (also submit on CC) to be used in class, September 24.
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 - TPE 4. 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
 - TPE 4. 6. Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.
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3. **Assignment #3 Freedom to Read LP – Due September 29** (20 pts)
 - Review the American Library Association website link to Banned Books and the history of censorship: <http://www.ala.org/advocacy/bbooks/banned> as well as the link for the Press Kit: <http://www.ala.org/news/mediapresscenter/presskits/bbw> Using the basic LP on CC, write and submit a one day lesson plan (on CC) about 'Freedom to Read', censorship, banned books, etc. and include introducing the Public Library system and information on the closest public library to the school site. Extra credit for you if you include extra credit for students if they get a card and show it to you! (PS Do you have one??)
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- TPE 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
 - TPE 1. 5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection
 - TPE 4. 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
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4. **Assignment #4 Reflection on LP Presentation (October 8) and Video – Due October 20** (20 pts)
- After giving a presentation on October 8 reviewing a one-day lesson plan you have delivered or plan to deliver, hearing verbal feedback and viewing your video, write a reflection and areas for improvement (submit on CC).
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 - TPE 6. 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
 - TPE 6. 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
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5. **Assignment #5 Create a Novel Unit Plan – Due November 3** (15pts) IN CLASS ASSIGNMENT
- With a partner, write an overview plan for teaching a novel using the template and developing a reading plan, submit on CC.
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 - TPE 3. 1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
 - TPE 3. 2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
 - TPE 3. 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
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6. **Assignment #6 UbD Stage One – Due November 10** (20pts)
- Complete Stage 1 of the UbD template on a unit of your choice and submit on CC
- TPE 4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
- appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and
 - use of community resources and services as applicable

FALL 19 – ELA and JOINT SCHEDULE

CLASS MEETING DATES	GROUP	TOPICS	NOTES/DUE DATES
AUGUST 27	ELA	Adv. Organizer, Jim Burke, Why teach English, Teambuilding, Topics survey	Assignment #1: Advance Organizer Due Aug. 27 by 11:55 p.m. CC
SEPTEMBER 3	JOINT	Interdisciplinary curriculum; Academic Language, Content vocabulary; guest speaker, Tim Leary: DBQ and UbD Introduce UbD Stage one (confirmed)	
SEPTEMBER 10	HSS		
SEPTEMBER 17	ELA	Lesson Planning, Banned Books week, MARSJ, Fiction: Short Stories, Poetry Reading strategies LP model Motivation Vocabulary RT	Assignment #2: Scope and Sequence Due September 22 by 11:55 p.m. CC
SEPTEMBER 24	JOINT	DECONSTRUCT STANDARDS- Using Scope and Sequence guest speakers: Robert C – alternative to textbook, Marissa – TQE (confirmed)	Assignment #3: Freedom to Read LP due Sept. 29 by 11:55 p.m. CC
OCTOBER 1	HSS		
OCTOBER 8	JOINT	LESSON PRESENTATIONS In class Must include K-12 student self-assessment strategy Reflect: Is your lesson a Grecian Urn?	<u>Present lesson to peers, video tape, receive peer feedback;</u>
OCTOBER 15	HSS		
OCTOBER 22	NO CLASS		Assignment #4: Review video and feedback and write reflection Due Oct. 20 by 11:55 p.m. CC
OCTOBER 29	ELA	Major genres, Range of texts, Selecting reading material, District/State lists; Independent reading; Blooms, DOK, Text complexity Designing a novel unit	Assignment #5: Novel Unit due Nov. 3 by 11:55 p.m. CC
NOVEMBER 5	HSS		
NOVEMBER 12	ELA	Reading: non-fiction, relevancy, ERWC intro; Writing about reading; CCSS Strand review – follow from grade 6 – 12: What do you notice?	Assignment #6: UbD Stage one due November 10 by 11:55 p.m.
NOVEMBER 19	JOINT	TPA SUPPORT	VOLUNTARY
NOVEMBER 26	ON-LINE	Processing Reading; Reading and Writing Integration; Close reading	
DECEMBER 3	JOINT	EVALUATIONS AND CELEBRATION	

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 80 = C+

Below 70 = 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 4200, 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. s

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.