

ENED 353 – Methods of Teaching English
San José State University
Sweeney Hall 332, Tuesdays 4-6:45 pm
Fall 2014

Instructor: Carrie Holmberg, NBCT Office Hours: By appointment
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Prerequisites: To enroll you must secure approval from English Education Subject Area Advisor, Professor Mary Warner

Required Texts to be downloaded, purchased online, or through campus bookstore:

- English Language Arts Common Core State Standards for California, K-12*. Ca. State Dept. of Education, Adopted August 2010, Updated March 2013
- English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve*, Ca. State Dept. of Education, Adopted Nov. 7, 2012
- The English Teacher's Companion: A Completely New Guide to Classroom, Curriculum, and the Profession*. Jim Burke, Heinemann Publishers, 2013 (fourth edition).
- Teaching Writing Grades 7-12 in an Era of Assessment: Passion and Practice*. Mary L. Warner and Jonathan H. Lovell, Pearson, 2013.
- Understanding by Design*. Grant Wiggins and Jay McTighe, Merrill Education/ASCD College Textbook Series, 2006 (second edition).
- Supplemental readings may be distributed in class or via Canvas.

Optional Text:

- The Understanding by Design Guide to Creating High-Quality Units*. Grant Wiggins and Jay McTighe, ASCD, 2011.

Vision/Mission/Values:

The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex global community.

The philosophy of the Single Subject Credential Program and at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners prepared to:

1. Make informed and thoughtful decisions in their daily practice;
2. Serve in diverse educational contexts;

3. Promote equity, respect for person, and social justice; and
4. Provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

University Policy Information

Academic Integrity (from the Office of Judicial Affairs):

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Academic integrity Campus Policy in Compliance with the American Disabilities Act. If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Campus policy in compliance with the Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

University Resources and Services Student Technology Resources (Optional). Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional). The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center (Optional). The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Course Description, Purpose, Objectives

The purpose of English Methods is to introduce you to classroom practices suited to the teaching of English at the middle and high school levels in California, with particular attention to working with English Learners and fostering all students' academic language development.

We will pursue this goal

- through readings, discussions, and assignments designed to introduce you to the framework and standards that California uses to establish its goals and practices in the teaching of English;
- through presentations by Consultants of the San Jose Area Writing Project;
- through demonstration lessons and practices you will enact with your classmates; and
- through your completion of a unit plan, which you may develop in collaboration with 1-3 classmates if you are willing to share the grade the unit receives.

By the end of this course you will

- be familiar with an array of classroom practices to use to teach secondary English;
- have a "grammar of practice" regarding the use of formative assessment in the secondary English class,
- have an introductory grasp of lesson and unit planning,
- have increased your awareness about the importance of and how to support secondary students' language and learning needs;
- honed your skills at reflecting critically on enacted lessons, lesson plans, unit plans, and;
- have grown your skills at giving feedback both on-the-fly and post event; and
- have experienced the importance of class discussion and class debriefing in the secondary English classroom.

Course Activities/Assignments/Requirements:

Instructional Activities:

1. Lectures
2. Guest speakers and student presentation panels
3. Small group and whole class focused discussions
4. Experiential learning exercises

Assignments:

1. Readings; quick writes and exit slip responses; written reflections of SJAWP Teacher Consultant-led workshops/presentations; written feedback to classmates on demo lessons and unit plans
2. Demonstration (demo) lesson
3. 3-5 page paper: formative assessment in middle and high school English classes
4. Unit plan

Course schedule & topics:

	Themes/Questions	Readings	Due
Week 1 8/26	1) What does it mean to teach English today? Here? For whose good? For what good? 2) Why a “Methods” class? Begin: who we are; our strengths Know: PCK (pedagogical content knowledge)	In class: 3 traditions re: teaching English (from <i>ETC</i> , handout provided in class)	Quickwrite: 1. What do you want to hold on to for your own teaching? Why? 2. A question
Week 2 9/2 TC: Mike Tinoco	Why teach writing? How? Begin: a story about schema Know: the writing process; schema	Before class: <i>Teaching Writing Grades 7-12 in and Era of Assessment: Passion and Practice (P & P)</i> , Ch. 3 “Building on the Formulaic: Into, Through, and Beyond—Maria Clinton, Martin Brandt, and Brook Wallace	Written reflection on Mike Tinoco’s presentation
Week 3 9/9	Where to begin with lesson planning? How? Know: FA Moves, activating prior knowledge; formats for lesson planning, their strengths and weaknesses; Planned Language Production (PLP)	Before class: <i>Understanding by Design (UbD):</i> Intro and Ch. 1 “Backward Design” <i>English Teacher’s Companion:</i> Ch. 3 “Classroom Connection: What a Period Looks Like” and “Planning for Success: The Week and the Unit” (pp. 51-61 of Burke’s 4 th ed.)	
Week 4 9/16 TC: Kate Flowers	How do we go from lesson planning to unit planning? What is backwards planning? Know: Webb’s Depth of Knowledge (DOK), Bloom’s Taxonomy	Before class: <i>UbD:</i> Ch. 2 “Understanding Understanding” and Ch. 3 “Gaining Clarity on our Goals”	1 st draft demo lesson (everyone, regardless of your teach date) Feedback to classmate on demo lesson due by end of class
Week 5 9/23 TC: Melissa Garcia	“How do you like your feedback?” Why writing response groups? How? Know: self-assessment, addressable next steps	“Seven Keys to Effective Feedback” by Grant Wiggins http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx	1 st draft: FA in the secondary English class

Week 6 9/30	1 st batch of demo lessons Consider: Facets of Understanding and Webb's DOK	Before class: <i>UbD</i> : Ch. 4 "The Six Facets of Understanding"	
Week 7 10/7	2 nd batch of demo lessons	Will be posted on Canvas	Final draft of FA in the secondary English class due
Week 8 10/14 Jonathan Lovell	"From Martin Luther to Walt Disney: Engaging Aliterate Secondary Level Students with What They Read"	<i>P & P</i> , Ch. 4 "Creative Reading in Support of Writing: Developing Meaningful Response to Literature"	Written reflection on Jonathan Lovell's presentation _____
Week 9 10/21	3 rd batch of demo lessons	<i>UbD</i> : Ch. 3 "Gaining Clarity on Our Goals"	
Week 10 10/28	4 th batch of demo lessons What advice do past Methods students have on unit planning?	<i>ETC</i> : Ch. 8 "Assessing and Grading Student Learning and Work"	
Week 11 11/4 TC: Jerry Dyer	5 th batch of demo lessons	<i>P and P</i> : Ch. 8, "Empowering English Language Learners: Moving Toward Competency as speakers, Readers, and Writers"	Graphic Organizer connecting Learning, Assessment, and Central Focus of unit
Week 12 11/11	Unit plan conferences: individual and small group	Signature Assignment/Unit Plan Rubric	Complete first draft of unit plan due
Week 13 11/18	What is "Thinking Like an Assessor" and how is this related to feedback teachers give students?	Before class: <i>UbD</i> : Ch. 7 "Thinking Like an Assessor"	
Week 14 11/25	On Revising: How can my own revision practices inform how I support students in revising? Time for revising	Will be posted on Canvas	Bring in all needed materials for Revision Time
Week 15 12/4	On Debriefing: Bringing it All Together	No reading due before class	Final draft of unit plan

Grading Criteria

Reading, Quick Write & Exit Slip responses	20%
20-min. Demo Lesson	20%
Discussion Leader or 2-min. "Ed. Editorial"	10%
FA in the secondary English class paper	10%
Unit Plan	40%
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Total	100%

1. Student must complete all assignments to receive a grade in this class;
2. All assignments (except in-class work) must be typed and turned in on the due date unless extension is granted by instructor;
3. All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, double spaced, paginated, free of spelling and grammatical errors. All page limits must be observed when required;
4. The quality of work and adherence to these guidelines will be considered in the final grade;
5. An "incomplete" grade will not be given except for serious medical or personal emergency circumstances which must be communicated and agreed upon by instructor.

Final Grades by Points:

A traditional grading scale is used to assign final grades as follows: A+ = 99-100, A = 94-98.9, A- = 90-93.9, B+ = 88- 89.9, B= 84 – 87.9, B- = 80- 83.9; C+ = 78-79.9, C = 74 - 77.9, C- = 70 – 73.9, ETC...

Signature Course Assignment: Unit Plan

Complete details regarding this assignment will be provided in subsequent classes and on Canvas.

In short, you will create a unit plan for a class of heterogeneous ninth graders, one-third of whom are officially designated English Learners. The number of ninth graders in your class is 28 (7 groups of 4). If you are currently teaching middle or high school, or student teaching middle or high school students, you may create your unit for your current students. If you work with a classmate, you agree to both receive the same grade. I will trust that you have been equally responsible for the work of creating the unit.

Your unit plan will have:

- 1) A one-sentence **Enduring Understanding** (EU). See Wiggins and McTighe's *Understanding by Design* for example EUs, characteristics of EUs, and how to write them.
- 2) **One Anchor Standard** of the CA Common Core State Standards (CCSSs) closely linked to the unit's EU.

- 3) **One “regular” CA Common Core State Standard** closely linked to the unit’s EU and the Performance Task of the unit.
- 4) **One CA English Language Development Standard** closely linked to the unit’s EU and the Performance Task of the unit.
- 5) **One Performance Task Handout** whose audience is your students. The Performance Task may be wholly your own or one that you revise to sensibly fit your unit. This Performance Task Handout will describe the culminating Performance Task of your unit and include these components:
 - Context/Relevancy/Purpose: Why are asking your students to do this Performance Task and what you are trying to assess?
 - Task Instructions
 - Due Date
 - Other Requirements and/or Accommodations (Use this Unit Plan Assignment Description Handout as an example)
- 6) **Final Draft of Graphic Organizer** titled, “Checking the Connections Between the Progression of Learning Tasks, Assessment Tasks, and the Central Focus of the Unit”
- 7) **One Rubric** for your Performance Task that should have 4-5 scoring levels and 4-5 evaluative criteria. (Resources on Canvas in Unit Plan Scaffolds folder, “Sample Rubrics”) The rubric may be wholly your own or one that you revise to sensibly fit your purposes.
- 8) **5 detailed, sequenced lesson plans:** these lesson plans shall be consecutively sequenced lessons and shall be detailed enough such that a substitute teacher could teach them. Provide the level of detail you used for your lesson plan for your Demonstration Lesson.

One Unit Overview that includes exactly **where** the 5 consecutively sequenced lessons occur; specifically **what** your formative (daily) and summative assessments are and when in the unit they occur; and where you need time for **responding to student work** (your unit overview should reveal a plan for responding to student writing, for example).

Bring a **\$35 check made out to “SJSU Foundation/WP”** to class next week for photocopied materials to come, including the ones each Writing Project Teacher Consultant will provide that give you classroom-tested lesson plans and handouts.