

ENED 353 – Methods of Teaching English
San José State University
Sweeney Hall 433, Tuesdays 4-6:45 pm
Fall 2015

Instructor: Sydney Marsh
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Office Hours: By appointment

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Prerequisites: To enroll you must secure approval from English Education Subject Area Advisor, Dr. Mary Warner

Required Texts may be purchased online or through the campus bookstore. Bring To Kill a Mockingbird to the first class session. State Standards should be downloaded.

When assigned homework from texts, bring texts to the following class session.

- English Language Arts Common Core State Standards for California, K-12.* Ca. State Dept. of Education, Adopted August 2010, Updated March 2013
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve,* Ca. State Dept. of Education, Adopted Nov. 7, 2012
<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>
<http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg9110c.pdf>
<http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg1112c.pdf>
Glossary of Terms: <http://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf>
- 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).
- To Kill A Mockingbird.* Harper Lee. (any edition) **Bring to the first class session.**
- Romeo and Juliet.* William Shakespeare (any Folger's edition is preferred)
- Supplemental readings will be distributed in class.

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 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 located at <http://info.sjsu.edu/web-dbgen/narr/static/catalog/integrity.html>

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

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.

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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://peerconnections.sjsu.edu/>

SJSU Writing Center (Optional). The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges staff the Center. 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. To communicate with The Writing Center, call 1-408-924-2308 or email them at writingcenter@sjsu.edu

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

- assigned readings, discussions, orals, and written assignments designed to introduce you to teaching English courses and to the framework and standards (Common Core and ELD) that California uses to establish its goals and practices in the teaching of English;
- collaboration and demonstration practices with your classmates; and
- completion of Unit and Lesson plans, including the Pre-Signature Assignment and the COE required Signature Assignment

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;
- be able to demonstrate competence in lesson and unit planning;
- have increased your awareness about the importance of and how to support secondary students' language and learning needs;
- become skillful at reflecting critically on enacted lessons, Lesson Plans, and Unit Plans;
- have developed skills for providing formative feedback; and
- have experienced a variety of strategies for and the importance of class discussion and class debriefing in the secondary English classroom.

Course Activities/Assignments/Requirements:

Instructional Activities:

1. Lectures
2. Presentations
3. Small group and whole class focused discussions
4. Experiential learning exercises mirroring typical 7-12th grade classroom activities

Assignments:

1. Readings of fiction and non-fiction
2. Written reflections and formative assessments;
3. Orals to assess content knowledge, and personal vocal and interpretive skills and physical presence
4. Demonstrations of lesson segments, produced individually and in collaboration
5. Unit and Lesson plans, and other classroom staples
6. Pre-Signature Assignment
7. Signature Assignment as required by the Lurie College of Education for all Methods students.

Class Participation: Students are expected to

1. engage fully and professionally in discussions and activities
2. read all assigned fiction & non-fiction and submit course work on time
3. listen thoughtfully and reflectively to all ideas
4. attend all class sessions and contact the instructor as necessary

Office Hours: Students are encouraged to contact me whenever a question arises, and for one-on-one tutorials to prepare for the Pre-Signature and Signature Assignments.

Course schedule & topics:

SJSU: ENED Methods 353:

	Agenda:	Activities and Assignments
Week 1 8/25	Introductions and Expectations Topics: Open Mic: Q and A TPEs and CSTPs Academic Language for the teaching Profession (AL) Reading strategies (Bring To Kill a Mockingbird- TKAM) Long and Short term goals Bring texts each subsequent week when assigned as homework.	Quickwrite: Discussion: pair –share <ul style="list-style-type: none">• TPE’s and CSTPs: Which is for whom? Alignment? Purpose?• Academic Language for teaching• Poetry slams (Begins 9/15) (2 min. max.) (Oral requirement) In-class Reading: <i>To Kill a Mockingbird (TKAM)</i> : Chapter 1, (& Poetry) Homework for 9/03 <ul style="list-style-type: none">• <i>TKAM</i>: Chapters 2-6• <i>Understanding by Design (UbD)</i>: Chapter 1: “Backward Design” pp 13-33• <i>English Teacher’s Companion (ETC)</i>: (p. 26) Figure 2.3
Week 2 9/01	Topics: Open Mic: Q and A Learning Styles/Teaching Styles Readings: <i>TKAM, UbD</i> Unit Planning Lesson Planning (FA, Hooks, activating prior knowledge; formats for lesson planning, considering students’ strengths and needs; etc.)	Quickwrite: Discussion: Groups/ Whole Class: connecting to TKAM <ul style="list-style-type: none">• Chapter 1 from <i>UbD</i> (Essential Understandings...)• Long and short term goals• Learning Styles and Teaching Styles• Unpacking the Lesson Plan: “Hooks”, Steps/Activities, Closure...• <i>TKAM</i> Chapters 2-6• English Journal article on <i>Reading</i> Homework for 9/08 <ul style="list-style-type: none">• <i>TKAM</i>: Chapters 7-10• <i>UbD: Chapter 2: “Understanding Understanding” pp 35-55</i>

<p>Week 3 9/08</p>	<p>Guest Lecturer: Josh Maisel</p> <p>Topics: Open Mic Growth Mindset Readings Pre-Signature Assignment Signature Assignment</p>	<p>Lecture/Participation: Growth Mindset w/ Josh Maisel</p> <p>Discussion: The Lesson Planning Process</p> <ul style="list-style-type: none"> • <i>UbD</i> Chapter 2 and <i>TKAM</i> through Chapter 10 • “Unpacking” the Pre- Signature & Signature Assignment • Pre-Signature Assignment: Self-select (groups of 2-3) for 9th grade major work: <i>TKAM</i> or <i>R&J</i>: Due 10/06 <p>Homework for 9/15</p> <ul style="list-style-type: none"> • <i>TKAM</i>: Chapters 11-14. • <i>UbD</i>: Ch.4: “The Six Facets of Understanding” pp 82-104 • <i>ETC</i> Ch. 3: <u>p 48 only</u>: “The Ten Elements of Effective Instruction • Bring the three texts to the next class session
<p>Week 4 9/15</p>	<p>Topics: Open Mic Backwards Planning Lesson Planning Poetry Webb’s Depth of Knowledge (DOK) and Bloom’s Taxonomy</p>	<p>Discussion: Teaching Strategies:</p> <ul style="list-style-type: none"> • <i>ETC</i> p 48 and <i>UbD</i> Chapter 4- (applied to <i>TKAM</i> through Ch 14). • Discussion-Questioning Practices (Webb, Bloom, and Lemov) • Poetry Slam begins (Oral requirement) • Pre-Signature Assignment review & work time (Due 10/06) <p>Homework for 9/22</p> <ul style="list-style-type: none"> • <i>TKAM</i>: Chapters 15-18 • <i>UbD</i>: Chapter 7: “Thinking Like an Assessor” pp 146-171 • Bring Laptops, if possible, next session. Reading will also be projected.
<p>Week 5 9/22</p>	<p>Topics: Open Mic Formative Assessment Differentiated Instruction Hooks</p>	<p>Quick Write:</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Poetry Slam concludes (Oral requirement) • <i>TKAM</i> through Chapter 18 (Differentiated Instruction) • “Seven Keys to Effective Feedback” (Grant Wiggins) http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx • Formative Assessment (Dukor and Holmberg) – includes homework reading Ch. 7 from <i>UbD</i>. • Pre-Signature Assignment work time. Due 10/06 <p>Homework for 9/29</p> <ul style="list-style-type: none"> • <i>TKAM</i>: Chapters 19-24 • <i>UbD</i>: Chapter 8 “Criteria and Validity” pp 172-190 • <i>ETC</i>: Chapter 5 pp 192-195 (essential portion is a chart)
<p>Week 6 9/29</p>	<p>Topic: Open Mic Summative Possibilities (<i>TKAM</i>) Assessment Rubrics</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • In-class reading: Sections of <i>UbD</i> Chap 5: Essential Questions (applied to <i>TKAM</i> through Ch. 24) • <i>UbD</i> Chapter 8 & <i>ETC</i> Chapter 5 section • Discussion: Effective Formative Assessment: Types and Purposes (applied to <i>TKAM</i> through Ch 24) • Differentiated Instruction: Questioning Techniques (Lemov) (materials provided in class) • Rubrics for orals- class input/designed • Final Pre-Signature Assignment work time. Due 10/06 <p>Homework for 10/6</p> <ul style="list-style-type: none"> • <i>TKAM</i>: Chapters 25-31 • Finalize Pre-Signature Assignment- practice oral

<p>Week 7 10/06</p>	<p>How essential are Unit Plans?</p> <p>Topic: Open Mic Backwards Design and Unit Plans:</p> <ul style="list-style-type: none"> • Beginning planning for <i>R&J</i> • Unit Planning for Sig. Assign. 	<p>Due Today: 1. <u>All Pre Sig. Assignments: 2-Day Unit Plan & Lesson Plan</u> 2. <u>Pre Signature Assignment Presentations: 1st group</u></p> <ul style="list-style-type: none"> • Peer Formative Assessment w/ Rubric (4-5 groups of 2-3 students each) (15 min each) (Oral requirement) <p>Discussion:</p> <ul style="list-style-type: none"> • Summative Assessment possibilities for <i>TKAM</i> • Unit Plans (Lemov) • Review of Oral and Written portions of Signature Assignment • COE Rubric for Signature Assignment • Analysis of Objectives/Goals/Assessments for Sig Assignment. <p>Work time: Signature Assignment Unit Plans Homework for 10/13</p> <ul style="list-style-type: none"> • <i>ETC</i> Chap 3 “Teaching Reading” pp 136-162 • Bring Laptops, if possible, next week.
<p>Week 8 10/13</p>	<p>Topic: Open Mic Strategies: Individual, Group, and Collaborative Lesson Planning: How do they differ and how are they best used? COE Rubric Peer-editing/feedback for Signature Assignment Orals/Lesson</p>	<p>Due Today: Pre Signature Assignment Presentations: 2nd group</p> <ul style="list-style-type: none"> • Peer Formative Assessment w/ Rubric (4-5 groups of 2-3 students each) (15 min each) (Oral requirement) <p>Discussion:</p> <ul style="list-style-type: none"> • <i>ETC</i> Chap. 3 reading • <i>R&J Prologue and Act I- in class reading</i> • <i>Folger’s Shakespeare Library- using Laptops</i> • Written portion: Pre Sig returned: time for Q/A individual • Sig. Assignment Lesson Planning <p>Work Time/Revision:</p> <ul style="list-style-type: none"> • Unit Plans for Sig. Assignment <p>Homework for 10/20</p> <ul style="list-style-type: none"> • <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: Part I and Part III • <i>P & P, Ch. 4 “Creative Reading in Support of Writing: Part I</i> • <i>ETC: PP 163-173 and 177-183</i>
<p>Week 9 10/20</p>	<p>Topic: Open Mic Presentations Teacher vs. Student-directed learning Empowering students as leaders and learners</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Complete reading and discuss <i>R&J</i> through Act I • <i>P & P Chapter 3, 4</i> • <i>ETC</i> readings • Planning for <i>R&J</i> Act II <p>Homework for 10/27</p> <ul style="list-style-type: none"> • Read <i>R&J</i> Act II • Read <i>P and P: Ch. 3 Part III”Using Non-Fiction to Empower Students...”</i> • Read <i>P and P: Ch. 4 Part III “Independent Reading”</i> and Chapter 1: “Lucy Calkins and the Value of Writer’s Workshop” (p5-7) • Signature Assignment: 1st draft Unit Plans and ONE (NEW-NOT a Pre-Sig.) Lesson Plan -due 10/27
<p>Week 10 10/27</p>	<p>Topic: Open Mic Presentations Reading and Writing: strategies, etc.</p>	<p>ALL 1st draft Unit Plans and ONE (NEW) Lesson Plan –due today : 4 hardcopies for peer editing</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Peer editing of 1st Draft Signature Assignment Unit Plan and one Lesson Plan

		<ul style="list-style-type: none"> • <i>P & P</i> homework readings • <i>R&J</i> through Act II <p>Homework for 11/03:</p> <ul style="list-style-type: none"> • Read <i>R&J</i> Act III • Read <i>ETC</i>: Ch. 8 (pp 293-308) “Assessing and Grading Student Learning and Work”, (and “Figure 8.1”)
Week 11 11/03	Topic: Open Mic Unit Plan conferences Assessment and Grading	<p>Quick Write: based on <i>ETC</i>: Chapter 8 reading.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • <i>ETC</i> Chapter 8 • <i>R&J</i> through Act III <p>Homework for 11/10</p> <ul style="list-style-type: none"> • Read <i>P & P</i>: Chapter 5 Parts I and II • Read <i>R&J</i> Act IV • Bring <i>ETC</i> again next week <p>ALL 2nd draft Unit Plans and ONE (NEW) Lesson Plan – due 11-10 4 hardcopies</p>
Week 12 11/10	Topic: Open Mic Strategies for Reading, Oral Expression, and Writing <i>ETC</i> : Page 278: Language of Composition	<p>ALL 2nd draft Unit Plans and ONE (NEW) Lesson Plan –due today. Bring 4 hardcopies for peer editing.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • <i>P & P</i> Chapter 5 Parts I and II • <i>R&J</i> through Act IV • Peer editing of 2nd Draft Signature Assignment • Strategies for reading, oral expression, and writing • <i>ETC</i> p. 278 <p>Homework for 11/17:</p> <ul style="list-style-type: none"> • Read <i>P & P</i>: Chapter 7 Part I, II, and III • Read <i>R&J</i> Act V <p>Reminder: Signature Assignment: Final work: Unit Plan and 5 Lesson Plans Due 11/24</p>
Week 13 11/17	Topic: Open Mic Multi-genre writing Active vs. Passive learning experiences	<p>Discussion:</p> <ul style="list-style-type: none"> • <i>P & P</i> reading Chapter 7 Part I, II, and III • <i>R&J Acts</i> through Act V. <i>Summative Assignment possibilities, long and short term goal assessments...</i> • Rubric for Orals- revised from Pre-Sig as necessary <p>Reminder: Signature Assignment: Final work: Unit Plan and 5 Lesson Plans. Due 11/24</p> <p>Homework for 11/24:</p> <ul style="list-style-type: none"> • <i>P & P</i>: Table 10.9 (p 231) • Practice Orals of Signature Assignments (due next week).
Week 14 11/24	Topic: Open Mic Signature Assignment Orals “Open Mind” with Methods 353 Essay structures Writing Rubrics	<p>Due Today: Signature Assignment: Unit Plan and 5 Lesson Plans (course requirement)</p> <p>Due Today: 1st Round of Orals. Students peer assess with created Rubric</p> <p>Discussion:</p> <ul style="list-style-type: none"> • <i>P & P</i>: Open Mind revisited • Persuasive essay (timed) • Rubrics for writing <p>Homework for 12/1:</p> <ul style="list-style-type: none"> • Read Articles on Homework (provided in class)
Week 15 12/1	Topic: Open Mic: Signature Assignment Orals Evaluating Homework as a learning tool Socratic Seminar	<p>Due Today: 2nd Round of Orals Students peer assess with created Rubric</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Homework as a learning tool- using Socratic Seminar • Rubrics: Peer evaluation of timed essay

		Homework for 12/8: <ul style="list-style-type: none"> Poetry assignment (provided in class)
Week 16 12/8	Topic: Open Mic Signature Assignment Orals Debriefing: Bringing it All Together	Due Today: 3rd Round of Orals Students peer assess with created Rubric Discussion: <ul style="list-style-type: none"> Written portion: Signature Assignments returned with COE rubric assessments. Q & A. Poetry Assignment of last week Celebrate completion of Methods 353

Grading Criteria

Participation/engagement in class activities	25%
Formal Oral Presentations (4)	25%
Assessments (oral and written, reading quizzes...)	25%
Unit and Lesson planning (demonstrable progress noted- Pre Signature to Signature Assignment)	25%
Total	100%

1. Student must complete all assignments, both written and oral, to receive a passing grade (B or higher as established by the COE) for this course;
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 essay assignments must be typed, double spaced, paginated, free of spelling and grammatical errors. All page limits must be observed when required. Lesson and Unit Plan templates will be provided and must be used.
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 Percentile:

A traditional grading scale is used to assign final grades as follows:

A+ = 98-100%, A = 94-97%, A- = 90-93%,

B+ = 87- 89%, B= 84 – 86%,

Percentiles lower than 84% : student will need to repeat the course as required by the Lurie COE.

Signature Assignment: Unit Plan-Lesson Plans-Performance Task-Written Components

Complete details regarding this assignment will be provided in class throughout the semester.

You will create a 5-Day Unit Plan and the 5 accompanying Lesson Plans 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).

Your work will be based on your choice of either *To Kill a Mockingbird* or *Romeo and Juliet*.

The **Unit Plan** (calendar format) will have a culminating, important **Performance Task** (a written component) for Formative Assessment that students would be expected to complete. (See below). The Unit Plan itself should consist of a variety of teaching/learning strategies that scaffold student learning, as well as other components we will address in class. This Unit Plan should be completed in a **‘calendar style’ table format**.

- You are also required to complete five **Lesson Plans** using the template provided by the English Department program for Secondary Education. (This will be provided to you.) Each Lesson Plan will require you to provide the following prior to addressing the segments of the actual lesson:
 - Goals for student learning,
 - Objectives (SWBAT: students will be able to...),
 - Enduring Understandings (see Wiggins and McTighe's *Understanding by Design* for example EUs), characteristics of EUs,
 - CA Common Core State Standards (CCSSs) closely linked to the unit's EU,
 - English Language Development Standard closely linked to the unit's EU and the Performance Task of the unit.
 - Segments of the lesson. (Actual teaching portion). (These will be covered in class with all particulars practiced.)

- The **Performance Task** (a major student activity) 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 you asking your students to do this Performance Task and what specifically are you assessing?
 - Task Instructions
 - Due Date
 - Other Requirements and/or Accommodations (Use this Unit Plan Assignment Description Handout as an example)
 - One **Rubric** for your Performance Task that should have 4-5 scoring levels and 4-5 evaluative criteria. The rubric may be wholly your own or one that you revise to sensibly fit your purposes.

- The **Unit Overview** paper which explains your rationale for segments of the unit including assessment and expectations for student learning. Refer to the specific Signature Assignment handout for particulars, page requirements, and etc.

- The **Oral Component** will be completed in class- see above syllabus-. Students should *Xerox* copies of their Lesson Plan, as applicable to the assignment, for all members of the class. The Oral component will be fully explained in class, but essentially allows you to teach a small portion from one lesson of that unit.